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ABSTRACT

The guide is one of a series for a statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and includes appropriate material presented separately for grades 4-6. For each of four topics (self-realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

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Hawaii Career Development Continuum

Curriculum Guide
For Grades 4 Through 6

Office of Instructional Services • Department of Education • State of Hawaii • Official • TAC 74-8226 • June 1974

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Hawaii Career Development Continuum Project
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June 30, 1974

PREFACE

The philosophical base for Hawaii's Career Development Continuum was determined by a study of existing official documents, reports of studies made, and an analysis of the on-going programs in the schools.

Realizing that the greatest portion of an individual's life is spent in the pursuit of his career or careers, it behooves the Department of Education to provide a continuing experience to all students through the schools' curriculum which develops an awareness of the relationship of self to home, school and community. Each student needs to be made aware of the worth and dignity of work through field observations and exploratory experiences integrated with classroom instruction in academic skills.

Through these experiences each student will become acquainted with the many different fields of endeavor and become aware of his own abilities so as to be able to choose a career in which he will be both successful and content.

Finally, the curriculum should instill in the student the idea that education does not end but continues throughout life, whether he goes directly into his chosen field or seeks further formal education.

The Career Development Continuum curriculum guides, K-3, 4-6, 7-9, and 10-12, provide for a broad approach to the economic, social and psychological development of each individual, involving life styles and values. These guides suggest instructional experiences for developing the capability of coping with the world in which the individual lives and will live in the future.

Teichiro Hirata

TEICHIRO HIRATA, Superintendent
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Many school level individuals participated in the different phases of the project and in varying degrees; their contributions have been invaluable to the developmental process. To these participants, too numerous to mention by name, the Department expresses its gratitude.

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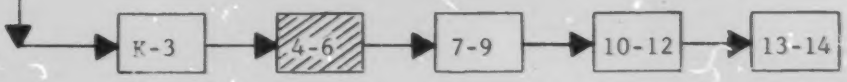
PART I

OVERVIEW

Part I is intended to give an overall picture of the design for a total career development continuum, from Kindergarten to Grade 14, and to establish a frame of reference for relating this curriculum guide to the total continuum.



CHAPTER I

INTRODUCTION

This is a guide for integrating a set of systematically sequenced and logically coordinated career development experiences into an existing curriculum. It is intended that this guide will assist teachers, counselors and administrators in developing and implementing a career development curriculum within the existing instructional and guidance programs in the schools. This guide is part of a set of guides designed for four levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12.

Organization

The guide is organized into three major parts and an appendix. Part I, comprised of four chapters, presents an overview of the total career development continuum, extending from Kindergarten to Grade 12. It also establishes the conceptual frame of reference for the career development curriculum. The four chapters in Part I are:

CHAPTER I INTRODUCTION
- Organization of the guide
- Directions for Users

CHAPTER II RATIONALE
- Assumptions undergirding development of a career development continuum
- Reasons for developing the curriculum guide

CHAPTER III CONCEPTUAL MODEL
- Conceptual frame of reference for the career development continuum and the curriculum guide

CHAPTER IV GOALS, SUBGOALS, AND OBJECTIVES
- Major goals of career development
- Subgoals for each major goal
- Relation of objectives in one level to those in other levels

Part II of the curriculum guide contains a set of learning experiences to implement career development objectives. The experiences can be used directly or can be used as examples by teachers and counselors who want to develop learning experiences for the learners in their schools.

Part III of the curriculum guide contains background information on the development of the guide.

The Appendix contains a list of sources for obtaining hardware and software to use with the learning tasks, a glossary of terms, a bibliography, and a subject index.

Directions for Users

This curriculum guide is intended to help teachers and counselors provide learning experiences which will aid learners in becoming fully functioning persons capable of realizing career development. The learning experiences included in this guide can be incorporated into existing classes and guidance activities and can serve as examples to help in developing new objectives and learning tasks to meet the needs of all learners in Hawaii schools.

The user will be able to get the most benefit from the guide by reading Part I to gain an orientation to the total career development continuum concept and to establish a frame of reference for relating a particular guide to the others in the continuum.

Part II of the guide has been designed to implement the idea of a career development continuum by the use of a common set of four major goals and their subgoals. To insure articulation across grade levels, the same goals and subgoals are repeated in each of the curriculum guides. Each subgoal is accompanied by one or more related learner objectives. Each learner objective, in turn, is accompanied by several learning experiences. The objectives and learning experiences implementing a particular subgoal at one level are related to objectives and experiences for the same subgoal at other grade levels. In early levels, activities stress awareness; in middle grades, emphasis is on exploration; and in upper grades, the emphasis on exploration continues with additional stress on preparation.

Each learning experience describes the steps involved, lists the software/hardware needed to carry out the activity, suggests classes in which it may be used, and suggests an evaluation technique. Each learning experience is also identified by a code symbol to indicate whether it is primarily related to awareness **(A)**, exploration **(E)**, or preparation **(P)**. For further ease of use the learning experiences have been grouped by major goal and have been color coded. The four major goals are:

Goal 1: Developing capabilities for achieving self-realization through self-understanding and decision-making. (Color coded LAVENDER)

Goal 2: Developing capabilities for being economically efficient as producer and consumer of goods and services. (Color coded ORANGE)

Goal 3: Developing capabilities for establishing and maintaining healthy social relationships. (Color coded PINK)

Goal 4: Developing capabilities for carrying out civic responsibilities at work and in the community. (Color coded GREEN)

The Appendix of the guide includes complete citations for all recommended hardware/software, as well as listing additional sources of career education materials. Also located in the Appendix section is a cross index which groups learning experiences by curriculum subject.

The objectives, the learning experiences, and the evaluation methods presented in these guides are intended to serve as examples. It is anticipated that teachers and counselors will adapt the activities in the guides and will develop additional learning objectives and experiences to meet the needs of the learners with whom they are working.

CHAPTER II

RATIONALE

This chapter sets forth the frame of reference within which the set of career development curriculum guides was developed. The development of the guides was organized to provide flexibility in expanding and improving instruction and guidance in Hawaii. The guides are intended to provide suggestions for and stimulation to development of programs and professional growth of teachers, counselors, and administrators. The guides are designed to articulate elementary, secondary, and post-secondary programs and integrate academic education, vocational education, and guidance.

The four curriculum guides implement a set of assumptions about learners, the nature of career development, interventions for achieving career development, and the nature of the environment. These assumptions combine to establish a rationale underlying the development of the curriculum guides.

Assumptions about learners.

Each individual must reach a level of self-understanding and must develop attitudes, knowledge, and skills necessary for engaging in goal-directed behaviors which are vocationally and avocationally productive and personally satisfying. The individual needs to know about occupations and must have competency in specific tasks, but this is not sufficient. He/she also must know the ways in which tasks combine in occupations, and must understand the relationships among occupational elements in job clusters (Venn, 1964). The person must know about available opportunities and be able to relate knowledge of self to the occupational demands in choosing from among available courses of action. Each individual must understand his/her capacities for development at an early age, so aspirations and decisions can be realistic. The movement from a rural, agrarian to an urban, industrialized society has resulted in a highly specialized, technologically-based economy with a highly mobile population and a changing work-leisure structure. The work ethic, which placed pride in craftsmanship and individual achievement, has been challenged. It is becoming more difficult to find identity in an occupation. Most people must anticipate a series of job changes during the course of their working years. Many occupations will become obsolete and new ones will be born. ". . . Nearly half the students we see in high school will have unstable or multiple trial careers (Super, 1964, p. 3)." The movement away from argrarian-based economy which typifies the nation is pronounced in the state of Hawaii. The need is great for preparing the children and youth of Hawaii for coping with a world of work and leisure in a state of rapid change.

The Hawaii career development continuum implements the following assumptions about learners:

1. Every individual should have the opportunity to develop to the maximum his/her capacity for considered risk-taking.

2. Every individual should have the opportunity to clarify and refine knowledge about self and personal aspirations through planned assessment and evaluation.

3. Every individual should have the opportunity to gain a clear understanding of careers, to have an opportunity to explore career options, and to be prepared for career implementation.

4. Every individual should have the opportunity for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry-level skills.

5. Every individual should have the opportunity for learning the process of job entry and advancement, including mastery of skills of job seeking and career placement.

6. Every individual should have the opportunity to develop a clear understanding of the relationship of the educational process and career development.

7. Every individual should have the opportunity for healthy and fulfilling career development.

Assumptions about the nature of career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of positive self-identity and achievement of vocational and avocational maturity. Self-concept is a key construct in career development. "Individual values have been treated as the major synthesizing force in self-concept and the major dynamic force in decision-making (Katz, 1966. p. 3)." Career development is concerned with all the factors which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational and avocational roles. Career development is concerned with self, civic, social, and economic facets of the whole person.

The career development continuum implements the following assumptions about the nature of career development:

1. Career development is a process of individual growth toward vocational maturity and self-identity, realized through a systematic sequence of work experiences and implemented in occupational roles and the self-concept.

2. Career development is an ongoing process extending from infancy through maturity, concerned with all factors and conditions which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational roles.

3. Career development of the individual is cyclical in nature, and is subject to intervention to correct or facilitate development of self and achievement of career identity.

4. Career development is implemented through career awareness, career exploration and goal-setting, pre-service preparation, placement, and follow-up.

5. Career development is concerned with self, civic, social, and economic development of each person over a lifelong continuum in relation to the total spectrum of the work world.

Assumptions about effective interventions to achieve career development.

Healthy career development does not happen by chance. There must be a systematic approach to articulation and integration of planned experiences from kindergarten through adult education to foster and enhance career development. The interventions to facilitate career development of each individual must be implemented in planned experiences to bring about the cognitive, affective, and psychomotor changes needed to realize self-identity and vocational maturity. There must be a concerted effort involving academic education, vocational education, guidance, and work experience.

An effective intervention to achieve career development of the individual must include the efforts and inputs of learners, school personnel, parents, community leaders, labor and industry representatives, and businessmen. The experiences to facilitate career development must include planned opportunities for learning and practicing decision-making and value clarification. The intervention must provide an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets of careers. An effective career development intervention must provide an opportunity for growth of an internalized value system to help each individual move to self-fulfillment through appreciation of his/her own career role.

An effective program to facilitate career development must be part of a total curriculum, involving school, home, and community, and must be totally articulated and integrated laterally across school and community, and vertically from pre-school through adulthood. The content and nature of learning experiences must be focused on careers, with programs structured around career opportunities, occupational information, work

attitudes and values, job entry skills, and higher level technical skills. An effective career development intervention must provide for a guidance component which assists individuals to make sound life-decisions, helps them prepare for work roles implementing their career choices, and prepares them for relating self-development experiences to career development. Career development of the individual is achieved through provision of an integrated instruction-guidance program geared to a sequence of developmental tasks (Havighurst, 1953).

A career development continuum must implement the same major goals or themes at every growth level. Administration, instruction, and guidance must be linked in a concerted effort to provide the kinds of intervention needed to realize career development. Effort must be made at every level of the educational process, from kindergarten through adult education, to implement a continuum of systematically related experiences designed to help each individual realize his/her full potential for career development. The resources of the State of Hawaii must be brought to bear on the problem of providing a totally integrated and articulated program of career development experiences for the children and youth of the state. Government, education, labor, industry, and community groups must work together to implement a planned program to prepare the children and youth of the state for facing the challenges of a rapidly changing society.

The career development continuum implements the following assumptions about effective career development interventions:

1. Career development interventions must focus on interaction of academic education, vocational education, guidance, and work experience.

2. Career development interventions should include the efforts and inputs of learner, school personnel, parents, community, labor, industry, and business.

3. Career development interventions must provide opportunities for experiences in learning and practicing decision-making.

4. Career development comprehensive programs to develop self, civic, social, and economic capabilities must provide career development activities according to the individual's developmental level and needs.

5. Career development programs of activities must provide each learner the opportunity to clarify and refine knowledge about self and aspirations for future through a planned process of self-assessment and evaluation.

6. Career development programs of activities must articulate facets of particular jobs or careers and expand this knowledge to other facets or careers.

7. Career development programs must provide for discussion and growth of an internalized value system which helps each person move toward self-fulfillment.

8. Career development interventions must provide for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry level skills.

9. Career development programs must provide assistance to the individual in learning the process necessary for job entry and advancement and in developing the skills of job seeking and career placement.

10. Career development interventions must provide individualization of learning experiences and participation in group learning and guidance activities.

11. Career development interventions must provide a systematic approach implemented jointly by school and community, with personnel from the world of work participating with educational and guidance personnel to design, implement, and evaluate the experiences supporting career development.

12. Career development interventions must be part of the total curriculum and must be totally articulated and integrated, laterally across school and community, and vertically from pre-school through adulthood.

13. Career development interventions must be implemented in learning experiences and activities focused on careers--elementary and secondary programs structured around career opportunities, occupational information, attitude development; high school programs around career exploration and job entry skills; and community colleges around technical skills.

14. Career development guidance interventions must assist individuals to make sound life-decisions, help them prepare for work roles implementing their career choices, and prepare them for relating self-developmental experiences to reality.

15. Career development interventions must be organized around a functional priority of life roles, with career-identity and self-identity providing the central focus.

16. Career development interventions must be based on a developmental concept, which provides for integrated instruction and guidance geared to a sequence of developmental tasks (Havighurst, 1953).

General assumptions about the environment.

A number of basic premises about the environment underlie the conceptual model of career development which establishes the frame of reference for the career development curriculum guides. The following assumptions, which reflect the rapid social and economic change characterizing post World War II society, the existing social and institutional arrangements, and some of the more critical problems and issues that confront society in general and Hawaii in particular are:

1. Rapid technological and social change will continue making it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

2. Preparation for work is a major objective of education.

3. Vocational education and academic education must be fused and integrated.

4. Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

5. Effective education must provide for intensive guidance and counseling.

6. Continuous articulation of education must be provided from kindergarten through grade 12 and into post secondary education and training.

7. Vocational-technical education, academic discipline, and guidance and counseling must be fused and integrated.

The rationale underlying the Hawaii Career Development Continuum assumes the need for systematic planning and continuing evaluation of the career of each individual. It assumes that healthy career development does not happen by chance. Zaccaria (1969) documents the assumption that skills and knowledge are not spontaneous occurrences. They must be developed in systematic ways. The accomplishment of healthy career development for the individual calls for a long-term, continuing intervention.

There must be continuing assessment of the individual potential so career growth and advancement can be facilitated. The assessment must begin early in life. Each person must understand capacities for development at an early age, so aspirations and decisions can be realistic from the start. The interventions to facilitate healthy career development of each individual must be implemented in planned experiences which will result in individuals being prepared for personally satisfying and socially constructive occupational roles, as well as achieving self-realization, implementing civic responsibilities, and maintaining healthy social relationships.

CHAPTER III

CONCEPTUAL MODEL OF CAREER DEVELOPMENT CONTINUUM

This chapter presents the conceptual model of the Career Development Continuum, which undergirded design of the curriculum. The development of the career development conceptual model was accomplished as a prerequisite to the design of curriculum guides to articulate career development learning experiences from Kindergarten through Grade 14. The conceptual model was developed to establish a framework for integrating career development learning experiences into the existing academic, vocational, and guidance curricula. The model is based on two assumptions: (1) that education must be relevant to the needs of the learners and conditions of the social and economic settings; and (2) that the delivery of education must be organized and implemented to optimize individual well-being and social welfare. The conceptual model implements two major premises:

> . . . the potential for career development is realized by providing experiences to assist the individual to become a fully functioning person
>
> . . . the potential for individual career development is realized by arranging a sequence of tasks and concepts to facilitate individual progress from one developmental level to another.

The conceptual model encompasses three major components: (1) areas of growth which must be developed for the individual to achieve career development; (2) sequence of experiences which must be implemented by the individual in the course of career development; and (3) components of the environment in which decisions and experiences must be implemented to accomplish a totally integrated system for achieving career development.

The areas of individual growth are expressed as the four major goals of career development. The goals are implemented in experiences of the individual interacting with the environment to achieve self and career identity. The sequence of objectives to be achieved is from awareness to exploration and preparation. The model illustrated in Figure 1 elucidates this conceptualization of a career development continuum.

Inspection of Figure 1 reveals that the individual achieves career and self-identity, becoming a fully functioning person, through a series of decisions and experiences in the school, community, home, and work/leisure settings. This is accomplished as he/she grows and develops in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. Growth and development are realized as the individual progresses through a sequence of experiences ranging from awareness to exploration and skill preparation until he/she becomes a fully functioning person. The interrelationships among the three basic components of the conceptual model are shown in Figure 1. This figure identifies three basic components essential for achievement of career development:

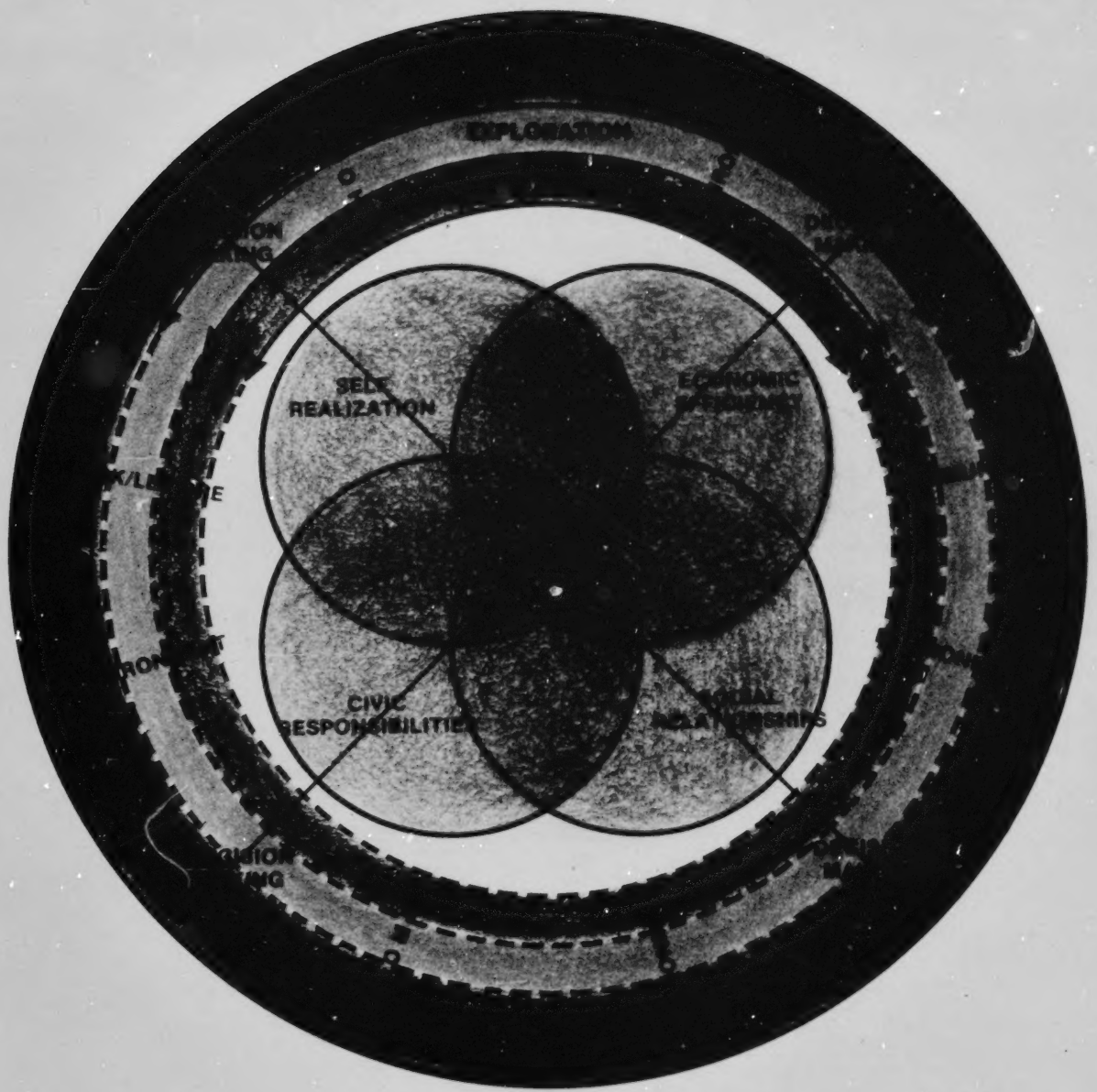


Fig. 1 Conceptual model of career development

. . . individual growth and development through

self-realization
economic efficiency
social relationships
civic responsibility

. . . an environment in which growth occurs in

home
school
work/leisure
community

. . . a sequence of experiences through

awareness
exploration
preparation-placement

Areas of individual career development

Career development is seen as the continuing growth of an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

. . . achieving self-realization through the development of communication and computation skills, personal values, goal-setting, and decision-making capabilities

. . . becoming economically efficient as producer and consumer of goods and services

. . . being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community

. . . being able to carry out civic responsibilities at work and in the community.

Sequence of career development

The individual grows and develops into a fully functioning person as he/she progresses through a sequence of awareness, exploration, and preparation and skill development in relation to the four areas of individual growth and development. The individual must first become aware of self and the environment; then must explore career opportunities and develop goal-setting capabilities; prepare for job entry, achieve technological competencies, and learn the skills of job placement. These career development dimensions are related sequentially, with career and self-awareness

being prerequisite to career exploration, which, in turn, precedes preparation and placement. Awareness of self and career is achieved as the individual acquires an understanding of self and the lifestyles related to different kinds of careers. Exploration of careers is accomplished through hands-on or simulation experiences as the individual develops the knowledge, attitudes, interests, and abilities required for different kinds of occupations, develops the capabilities of goal-setting, understands risk-taking, and value structuring, and acquires the skills of decision-making. Preparation involves the development of entry level job skills and capability of planning for continuing career development. Placement involves learning the job-seeking techniques necessary for placement and upgrading.

The career development continuum is seen as a lifelong process in which each individual achieves full potential as a fully functioning person. This is accomplished through a systematic sequence of experiences and decisions resulting in the individual becoming a person capable of being economically efficient, able to be civically responsible, capable of achieving self-realization, and capable of establishing and maintaining healthy social relationships.

The continuum is realized through a sequence of career development experiences aimed at achieving the four goals, extending from K through Grade 14, involving awareness, exploration, preparation, and placement. This continuum is shown in Figure 2.

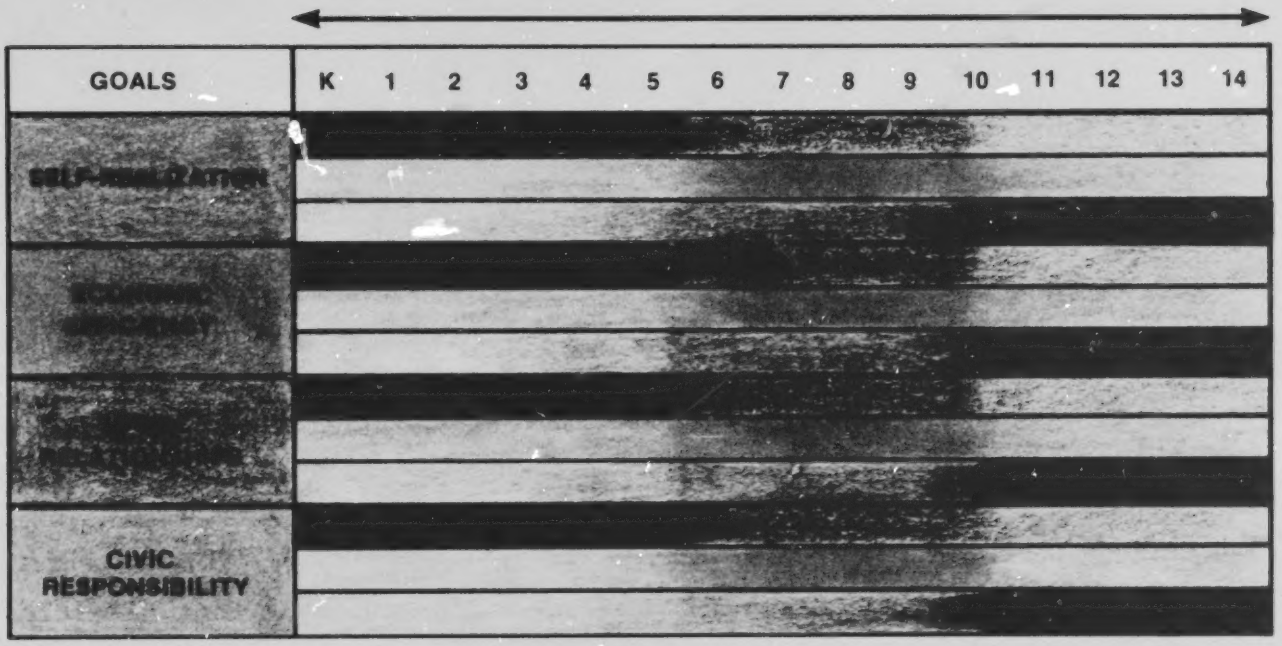
Examination of Figure 2 shows that the dimensions of awareness, exploration, preparation and placement are incorporated in learning experiences, from Kindergarten through Grade 14. The emphasis on awareness, exploration, preparation, or placement is not constant, but changes, depending on the grade level, growth of the individual, and the social situation. In general, the emphasis in Kindergarten through Grade 6 is developing career and self-awareness. From Grade 7 to Grade 9, emphasis is on career exploration and goal-setting, but awareness and preparation can be included. From Grade 10 to Grade 14, the emphasis is on preparation and placement, but awareness and exploration are included also. The conceptual model subsumes the need to provide interventions to develop, improve, and increase career and self-awareness over the entire life span of the individual. The assumption is made that the individual never reaches the stage in life when there no longer is the potential for increasing or sharpening awareness of self and career. The time of greatest potential for developing awareness, however, is in the elementary grades, when the individual is concerned primarily with the developmental tasks of middle childhood:

learning physical skills needed for ordinary games

building wholesome attitudes toward oneself

learning to get along with peers

learning an appropriate social role



AWARENESS

EXPLORATION

PREPARATION-PLACEMENT

Fig. 2 Scope and sequence model of career development

developing fundamental skills in reading, writing and calculation

developing concepts needed for achieving personal independence

developing conscience, morality, and scale of values

developing attitudes to social groups and situations.

It is assumed that to some degree the goals of career development are realized through career exploration over the entire life span of an individual. It is held that even in middle childhood when the individual is concerned primarily with tasks related to development of concepts and skills for everyday living--communication, computation, interpersonal relationships--there is some opportunity for career exploration, and some initial experiences relating to goal-setting. The major emphasis, however, on career exploration and goal-setting is at the middle school grades, when the individual is concerned with the developmental tasks of preadolescence:

achieving new and more mature relations with peers of both sexes

achieving a social role

accepting one's physique and using body effectively

achieving emotional independence of parents and other adults

achieving assurance of economic independence.

It is assumed that to some degree there is a potential for development of skill proficiencies starting at an early age and continuing through the mature years. The greatest emphasis, however, on preparation for job or further education is in adolescence and early adulthood. The line between career exploration and preparation is much less definite than that which marks the transition from awareness to exploration. The needs of the individual and the social situation exert more influence at this end of the continuum than at the beginning. For the individuals who will go directly from secondary school into the world of work, preparation must begin earlier than for those who will continue schooling in college or technical school. The emphasis on preparation and placement comes at the time when individuals are concerned with developmental tasks of adolescence and early adulthood:

selecting and preparing for an occupation

preparing for marriage and family

developing intellectual skills and concepts for civic competence

desiring and achieving socially responsible behavior

acquiring a set of values and an ethical system

selecting a mate

learning to live with a marriage partner

starting a family

rearing children

managing a home

getting started in an occupation

taking on civic responsibilities

finding a congenial social group.

Career development is accomplished over a lifelong continuum as the individual realizes his/her potential and achieves career identity through development of knowledge, skills, and attitudes to implement self-realization, economic efficiency, social relationships, and civic responsibilities.

Experiences implementing career development

Career development of the person is realized through interaction of the individual with four aspects of the environment: school, home, work/leisure, and community.

> *Career development is a lifelong process through which the individual realizes his/her potential and achieves self and career identity. This is accomplished through a systematic sequence of planned interventions to reinforce the sequence of development along the continuum of awareness, exploration, and preparation.*

The four dimensions of the environment in which experiences and decisions are implemented to reinforce career development are:

. . . school, where the individual is afforded the opportunity to participate in purposefully created and contrived experiences to bring about changes in behavior

. . . home, where the individual is afforded the opportunity to interact with members of a family and to maintain a way of life

. . . work/leisure, where the individual is afforded the opportunity to perform labor as a means of earning a living or engage in activities for the sake of personal fulfillment and enjoyment

. . . community, where the person is afforded the opportunity to interact with other individuals who share folkways, mores, taboos, rules, and laws.

Through the experiences provided in school, home, work/leisure, and community, the individual grows into a person. The individual achieves self-realization, is capable of maintaining economic efficiency, can execute civic responsibilities, and can establish and maintain healthy social relationships. The school, working in consort with the home, community, and work/leisure world, plays a key role in facilitating healthy career development.

Implementing the conceptual model in a delivery system

The delivery of career development is accomplished through planned interventions which are provided through the interfacing of instruction, administration and guidance. Formative and summative evaluation is maintained as an integral part of the delivery system to provide quality control and accountability. Vocational education, academic education, and guidance are interrelated in the common pursuit of career development of the individual. The basic philosophy of career development expostulates that:

1. career development is a lifelong continuum

2. career development follows a systematic sequence of awareness, exploration, preparation and placement

3. career development of the individual is accomplished as the individual achieves self, civic, social, and economic development and growth

4. career development is achieved through experiences and decisions which facilitate the growth and development of the individual.

These assumptions combine to define a conceptual model which, when implemented in the school setting, will result in an integrated and articulated program of instruction and guidance, Kindergarten through Grade 14. This program is designed to develop self-realization, social relationship skills, civic responsibility capability, and economic efficiency capabilities of every child in Hawaii.

The career development continuum is conceptualized as an integral part of the total educational system in Hawaii. Delivery of the career development curriculum to learners in Hawaii's schools requires joint and collaborative efforts of instructional, guidance, and administrative personnel.

Administrators can contribute to the delivery of career development to Hawaii's schools by:

1. scheduling to allow for career development

2. offering in-service and pre-service training to prepare teachers and counselors

3. budgeting to allow for materials and equipment acquisition, repair, and maintenance

4. providing facilities

5. maintaining a climate which supports career development concepts

6. coordinating with community agencies and groups.

Counselors can contribute to delivery of career development in Hawaii's schools by:

1. working with teachers to create a career development center

2. providing job placement and follow-up assistance to learners

3. cooperating in the planning and organizing of school-community programs

4. developing learner objectives, learning experiences, and evaluation methods

5. integrating learning experiences into guidance activities

6. reinforcing career development objectives and subgoals in group and individual counseling.

Teachers can contribute to delivery of career development in Hawaii's schools by:

1. designing learner objectives, experiences, and evaluation methods to achieve career development goals

2. introducing into the different subject areas experiences which will assist learners to achieve a healthy career identity and self-concept

3. allowing for individual differences by selecting objectives and tasks appropriate for the individual learner or group of learners

4. using objectives and tasks from levels in the career continuum to meet the needs of individual learners

5. providing feedback to guide revision and modification in the curriculum guides.

A model for a delivery system of career development is shown in Figure 3.

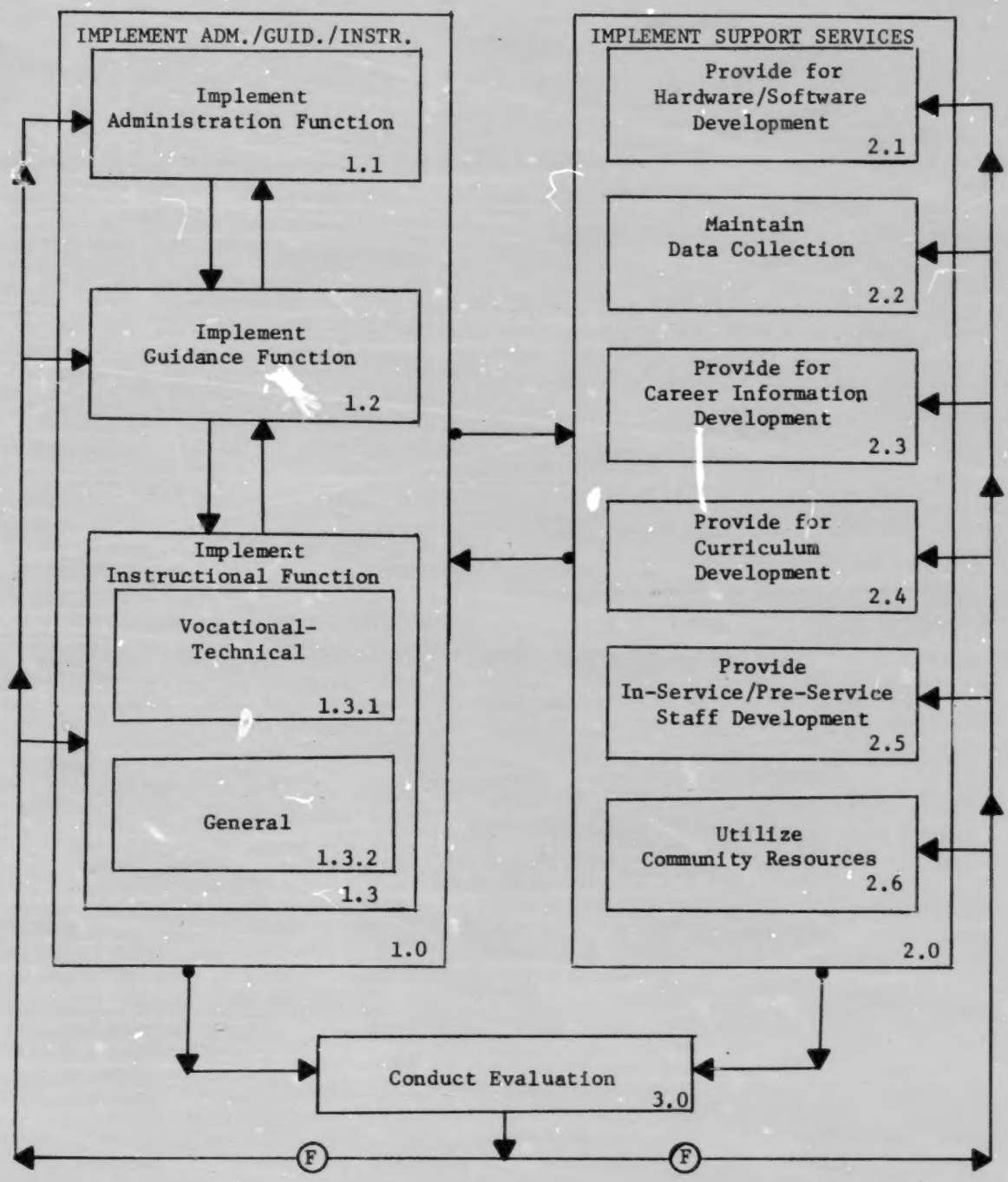


Fig. 3
Organizational structure for the
delivery of career development experiences

Figure 3 presents a model for the organizational structure to deliver a career development continuum in Hawaii. When the delivery system is implemented in the school setting, an integrated and articulated program of instruction and guidance, K through Grade 14, is achieved.

Staff development, material development, community participants, data collection, information processing, and curriculum development are integral parts of the total system for delivering career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and realization of vocational and avocational maturity.

CHAPTER IV

GOALS, SUBGOALS, AND OBJECTIVES OF CAREER DEVELOPMENT

This chapter describes the development of goals, subgoals, and objectives of career development, and presents the model for achieving a continuum through the process of relating goals, subgoals, and objectives across levels.

A goal statement is a collection of words or symbols describing a general intent or desired outcome. A goal is a broadly defined intended outcome, such as "achieving self-fulfillment." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected outcome. Goals reflect a philosophical frame of reference and are characterized by broadness in intent and scope. A goal is a statement of general purpose. Goals are somewhat idealistic, but should not be so far removed from reality as to be meaningless.

A subgoal is a component of a goal. Each goal is made up of two or more parts. Subgoals describe in general terms the knowledge, skills and attitudes which must be achieved in order for the goal to be reached. Subgoals are expressed in general terms to describe what the person will understand, the skills that will be developed, or the nature of the attitudes or values to be acquired in order for the goal to be realized. Goals tend to describe the total person or group of persons; subgoals refer to the psychomotor, affective, or cognitive dimensions of an individual or particular group of individuals.

Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned interventions. Behavioral objectives are written in terms which can be evaluated, and specify the criteria of effectiveness. A behavioral objective must:

- . . . identify and name the desired behavior
- . . . describe the conditions under which the behavior will take place
- . . . specify limitations or constraints
- . . . specify acceptable levels of performance.

The conceptual model prescribes the goals for career development. There are four goals which must be achieved for an individual to become a fully functioning person:

- . . . becoming capable of achieving <u>self-realization</u>
- . . . becoming capable of maintaining <u>economic efficiency</u> as a producer and consumer
- . . . becoming capable of establishing and maintaining healthy <u>social relationships</u>
- . . . becoming capable of executing <u>civic responsibilities</u>.

The goal of self-realization is the development of knowledge, skills, and attitudes or values to make an individual the person he/she is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and decision-making capability. Achievement of self-realization involves development of communication and computational skills, acquisition of basic knowledge about health, and generation of feelings of self commensurate with potential abilities. Self-realization involves mastery of basic skills in reading, writing, speaking, listening, and mathematics.

The goal of economic efficiency is the development of knowledge, skills, attitudes or values to make an individual a person capable of managing home and family affairs and supporting self and dependents at a living standard above the poverty level in a manner contributing to individual well-being and social welfare. Achievement of economic efficiency involves developing the skills required to be an effective producer and consumer of services and goods, and the capability of benefiting from avocational pursuits. This goal subsumes the development of knowledge, skills, and attitudes required for getting and maintaining gainful employment and the management of income for the welfare of the person and dependents. It also involves productive management of time devoted to avocational interests.

The goal of civic responsibility is the development of knowledge, skills, attitudes or values to make the individual a person capable of contributing in an organized, lawful way to the welfare of the group. Civic responsibility means achieving an awareness of and participation in neighborhood and local community issues and affairs, awareness of political issues and laws of the land at local, state, national, and international levels, and respect for the rights and property of others in school, community, home, and work-leisure settings.

The goal of social relationships is the development of knowledge, skills, attitudes or values to make an individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. The goal subsumes the development of interpersonal and interrelationship skills needed to function effectively in the home, community, school, and work-leisure settings.

For each of the goals, a set of subgoals has been defined. The major goals and subgoals are shown in Table 1.

Table 1

Major Goals and Subgoals

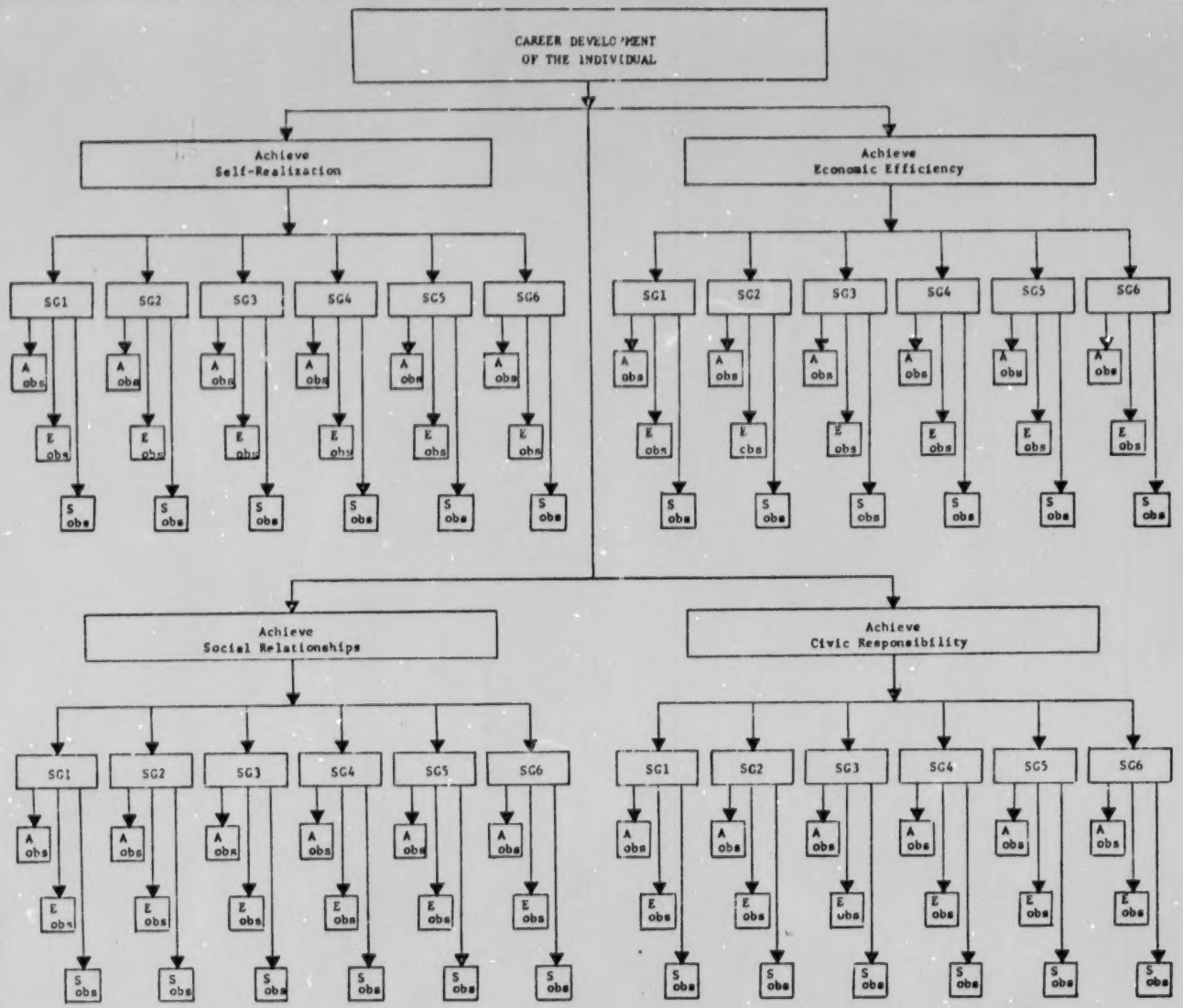
Goals	Subgoals
Self-realization:	1. Acquire skills of self appraisal. 2. Develop awareness and understanding of self. 3. Develop understanding of decision-making process. 4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting. 5. Develop understanding of the relationship between work and life style. 6. Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.
Economic Efficiency:	1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions. 2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual. 3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people. 4. Develop understanding that new occupations develop in response to needs of society. 5. Develop employability skills. 6. Develop understanding of the relationship between education and work.
Civic Responsibility:	1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, in the community. 2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals. 3. Develop understanding of importance of rules in society. 4. Develop understanding of relationship between responsibilities and rewards in work and leisure. 5. Develop capabilities for making effective use of resources and understand relation of environment to work. 6. Develop ability to participate in various kinds of civic groups.
Social Relationships:	1. Develop interpersonal skills. 2. Develop understanding of social roles. 3. Develop understanding of cooperation. 4. Develop understanding of community workers. 5. Develop appreciation for flexibility and adaptability in social relationships. 6. Develop understanding of interrelatedness of occupational roles.

Inspection of Table 1 reveals that the same subgoals are implemented at each level of the continuum. It is this repetition of subgoals which insures articulation across grade levels.

Each subgoal is translated into a set of learner objectives, against which the teacher or counselor can compare the outcomes to determine effectiveness of the learning experiences. The objectives are designed to take into account the need for the learner to progress through the stages of awareness and exploration to skill preparation and placement. The learner objectives specify knowledge, skills, and attitudes to be developed, reinforced, and strengthened to realize career development. The objectives in Part II of the curriculum guide are generally stated learning outcomes. These expected outcomes must be expressed as behavioral objectives, since the effectiveness of the learning tasks can be determined only if evaluation is criterion referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints in the situation and the characteristics of the learners. Since the curriculum guides will be used by teachers and counselors in different school settings, the definition of behavioral objectives will need to be done by the teachers and counselors, taking into account the learner characteristics, environmental conditions, resources, and constraints in the particular school setting. The teacher or counselor should convert each learner objective into a behavioral objective. Each definition of a behavioral objective should include: (1) operational description of the behaviors to be developed; (2) the conditions under which the desired behaviors will be demonstrated; (3) limitations and constraints; and (4) criteria for acceptable performance.

Each behavioral objective developed by teacher or counselor should pass a quality test. Ryan (1973) developed and described a SPAMO quality test for behavioral objectives. This test requires that each objective satisfy five criteria in order to be of the desired quality to provide a basis for accountability. The criteria are: (1) Specificity; (2) Pertinence; (3) Attainability; (4) Measurability; and (5) Observability. An objective is specific if it is expressed in terms clear and precise rather than being vague or ambiguous. It is pertinent if it is relevant to the learners and the setting. Any objective which cannot be shown to be important for career development is not pertinent. An objective is attainable if it is within the realm of possibility for the particular group of learners and the situation. An objective is measurable if procedures for quantifying the desired outcomes are available. An objective is observable if the desired outcomes can be seen either directly or inferred on the basis of behaviors that can be seen. The learner objectives included in Part II of the curriculum guide are intended to be suggestions. They were developed outside the context of any particular school. They must be converted to behavioral objectives which are appropriate for a particular school setting.

The relationships among goals, subgoals, and objectives are shown in Figure 4.



SG = Subgoal
A = Awareness Objectives
E = Exploration Objectives
S = Skill Objectives

Fig. 4 Hierarchy of goals, subgoals, and objectives to achieve career development of the individual

Examination of Figure 4 reveals that within each of the four major goal areas of career development, basic concepts have been identified by the subgoals which must be achieved. The subgoals represent broad areas of learning which must be mastered to develop the knowledge, skills, and attitudes implementing self-realization, economic efficiency, social relationships, and civic responsibility. These four goals are the foundation of the career development model. It can be seen that subgoals are converted into learner objectives relating to awareness, exploration, and preparation. The way in which the goals and subgoals are converted into a sequence of related objectives to establish a continuum of career development is shown in the charts on pages 31 to 41.

Examination of the charts on pages 31 to 41, which depict the relationships among goals, subgoals, and objectives, shows the way in which the continuum of career development is accomplished through implementation of learning experiences to achieve a sequential set of objectives related to a single subgoal. It is expected that learning experiences will be implemented in the early grades to develop awareness in relation to self-realization, economic efficiency, social relationships, and civic responsibility. In the middle grades, related objectives will focus on exploration, and in the upper levels, the related objectives will emphasize skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives appearing in the four curriculum guides are related.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	1. Each learner will be able to list or describe three personal attributes.			
	2. Each learner will be able to tell the subject matter areas in which his/her performance is above average.	1. Each learner will be able to describe his/her performance in each subject matter area.	1. Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.	1. Each learner will be be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.
	3. Each learner will be able to give an example of personality variables about himself/herself.	2. Each learner will be able to list or describe three personality variables about himself/herself.	2. Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	2. Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.
	4. Each learner will be able to list or describe one unique personal characteristic.			

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
2. Develop awareness and understanding of self.	1. Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	1. Each learner will be able to list or describe one personal strength and one personal weakness. 2. Each learner will be able to describe a method of strengthening a personal weakness. 3. Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	1. Each learner will know ways of improving his/her behaviors and attitudes. 2. Each learner will gain knowledge of his/her likes and dislikes and strengths and weaknesses.	1. Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers. 2. Each learner will be able to describe the meaning of maximizing one's potential.
3. Develop understanding of decision-making process.	1. Each learner will be able to give an example of making a decision.	1. Each learner will be able to list or describe the steps involved in making a decision.	1. Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living. 2. Each learner will be able to name factors that influence a career choice.	1. Each learner will be able to accept responsibility for his/her decisions. 2. Each learner will be able to list and rank-order criteria for his/her career.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		1. Each learner will be able to list or describe sequence of career development. 2. Each learner will be able to list two occupations in which he/she is interested. 3. Each learner will be able to list two occupations in which he/she has no interest.	1. Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning. 2. Each learner will be able to tell the value and consequences of several career choices open to him/her.	1. Each learner will be able to assume responsibility for making a career choice. 2. Each learner will be able to show what is required for placement in post-secondary employment, further education, or both.
5. Develop understanding of the relationship between work and life style.	1. Each learner will be able to give an example of the way work relates to the way one lives. 2. Each learner will be able to give an example of the way in which his/her attitudes relate to school performance. 3. Each learner will be able to tell how his/her study habits relate to school success.	1. Each learner will be able to list or describe ways in which working relates to the way one lives. 2. Each learner will be able to list or describe ways in which his/her attitudes relate to school performance. 3. Each learner will be able to list or describe ways in which his/her study habits relate to school success.	1. Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred life style may influence one's occupational choice. 2. Each learner will be able to identify different personal characteristics which affect performance in a job or hobby. 3. Each learner will be able to describe the way in which volunteer services affect life style.	1. Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs. 2. Each learner will be able to derive satisfaction from work/educational experiences. 3. Each learner will be to list or describe the way changes in life style are caused by occupational advancement.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	1. Each learner will be able to describe or define ways in which he/she is different from other persons. 2. Each learner will be able to list one difference between himself/herself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.		1. Each learner will know of existing and changing values of various ethnic and religious groups. 2. Each learner will be able to understand and appreciate unique values and standards of cultural groups. 3. Each learner will be able to identify five ways in which people differ.	1. Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons. 2. Each learner will be able to show self-insight by stating ways in which he/she differs from others.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.	1. Each learner will be able to list or describe types of workers in the community. 2. Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.	1. Each learner will be able to list or describe types of workers in the community or in the school. 2. Each learner will be able to list or describe two ways to classify occupations.	1. Each learner will be able to identify contributions of the community workers, and classify them into the following categories: working with data, and working with people.	1. Each learner will be able to describe one job and name one occupational cluster.
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	1. Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	1. Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	1. Each learner will be able to identify ten community workers who contribute to the dignity of the individual.	1. Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoal	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	1. Each learner will be able to tell how one worker in the school contributes to the good of society. 2. Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area. 3. Each learner will be able to list or describe three personal reasons why people work.	1. Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society. 2. Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city, state or nation. 3. Each learner will be able to describe or participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two contributions that workers make to society. 2. Each learner will be able to develop appreciation for economic rewards from work.	1. Each learner will be able to explain how one's service contributes to the community. 2. Each learner will be able to describe economic implications of career decisions.
4. Develop understanding that new occupations develope in response to needs of society.	1. Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family existence.	1. Each learner will be able to list three occupations which have developed within his/her lifetime. 2. Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	1. Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations. 2. Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.	1. Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop employability skills.	1. Each learner will be able to give an example to show two factors necessary for job success.	1. Each learner will be able to list three factors necessary for job success.	1. Each learner will be able to describe two employability skills.	1. Each learner will be able to list skills adequate for job or educational entry in an area of interest. 2. Each learner will develop the capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	1. Each learner will be able to list one occupation which requires high school education, one which requires college, and one which required specialized education. 2. Each learner will be able to list or describe occupation which require a specific content, e.g. mathematics as a necessary knowledge.	1. Each learner will be able to list or describe the educational needs related to a specific occupation. 2. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	1. Each learner will be able to list two values of getting prerequisites educational preparation before job entry or job change.	1. Each learner will be able to list the educational requirements for a specific job.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	1. Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.	1. Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.	1. Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	1. Each learner will be able to describe the importance of interpersonal relationships. 2. Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.
2. Develop understanding of social roles.	1. Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	1. Each learner will be able to describe the role of one significant adult.	1. Each learner will be able to describe ways that social roles are valuable to him/her.	1. Each learner will be able to describe various social roles related to groups of which he/she is a member.
3. Develop understanding of cooperation.		1. Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	1. Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort. 2. Each learner will be able to value cooperation as a means to progress.	1. Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		1. Each learner will be able to describe two occupations which contribute to other occupations.	1. Each learner will be able to describe ways in which occupations are interrelated.	1. Each learner will be able to list and describe occupations in the Public Service cluster.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop appreciation for flexibility and adaptability in social relationships.	1. Each learner will be able to list two feelings his/her father or mother has about his or her work.	1. Each learner will be able to describe or define work in two different ways.	1. Each learner will be able to describe ways in which one member can adapt to facilitate group action. 2. Each learner will be able to accept the value of change.	1. Each learner will be able to describe ways in which he/she has altered a social role over a period of time. 2. Each learner will realize that a variety of roles contribute to his/her development as a person.
6. Develop understanding of interrelatedness of occupational roles.	1. Each learner will be able to give an example of one job which contributes to or is related to another job.	1. Each learner will be able to describe one job which contributes to or is related to another job.	1. Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.	1. Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	1. Each learner will be able to give an example of one way in which work requires responsibility.	1. Each learner will be able to list or describe ways in which work requires responsibility.	1. Each learner will be able to show that individual responsibility is related to the success of a group project.	1. Each learner will be able to show that he/she knows the responsibilities which he/she has to the society in which he/she lives.
2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.	1. Each learner will be able to participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two ways in which the environment in which he/she lives relates to career and civic groups.	1. Each learner will be able to state advantages and disadvantages of participation in civic groups.	1. Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	1. Each learner will be able to list rules for a group of which he/she is a member.	1. Each learner will be able to list or describe responsibilities of the adult citizen.	1. Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.	1. Each learner will be able to show that he/she knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	1. Each learner will be able to give an example of the rewards, other than money, which are related to working.	1. Each learner will be able to list or describe rewards, other than money, which are related to working.	1. Each learner will be able to describe two ways in which work is of value.	1. Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

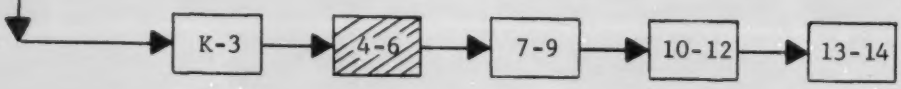
Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		1. Each learner will be able to list or describe the relationship of the environment to a particular job.	1. Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	1. Each learner will be able to list or describe the relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	1. Each learner will be able to describe ways in which participation in a group helped him/her.	1. Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.	1. Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	1. Each learner will be able to relate the value of cooperative efforts to the achievement of goals for common good.

PART II

LEARNING EXPERIENCES

This part of the guide contains the set of objectives, learning experiences, and evaluation procedures for the given grade levels. The objectives are sample objectives and the learning experiences are suggested tasks, materials, and equipment. Suggestions are given to indicate the class or settings in which the learning experiences might be used.

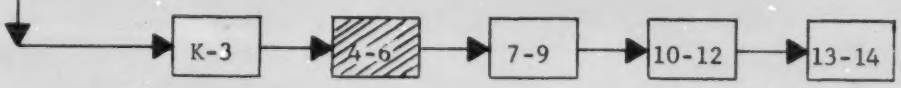
GRADE 4



GRADE 4

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision-making.



GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self appraisal.

Learner Objective 1: Each learner will be able to describe his/her performance in each subject area.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Mathematics) A

(construction paper, string, stapler, paper, pencils, pens, rulers)

1. Encourage learners to read the written remarks on their work papers and tests. Have learners note written remarks for a two-week period as a check for improvement.

2. Have each learner make a folder to store his/her returned papers.

3. If possible show the film, "Keep Up With Your Studies," available from Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

4. Allow time during the week for learners to discuss their accomplishments in subject areas. Learners may wish to share their weaknesses as well as their strengths with the class.

5. Allow time during the week for a personal conference with learners to describe their performance to them concerning all subject areas.

6. Have learners make a rating chart whereby they keep a personal record of all their marks.

7. Discuss with learners ways of predicting grades in subject areas based on past performance (rating charts, written remarks, etc.).

Evaluation

Self-Evaluation, Teacher Observation. Each learner will predict his/her grades. Teacher will observe and record learner's capability to predict performance with accuracy.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to list or describe three personality variables about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Have learners interview members of their families to request information which describes them as a member of their families. Have the learners report their findings to the class for discussion.

2. Create a situation for the learners to give oral descriptions of themselves and how they relate to other learners. Have the class react to the learner's descriptions by evaluating the accuracy of them.

3. If possible, show the film, "People Are Alike And Different," available from Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

LEARNING EXPERIENCE B: (Language Arts) A

(paper, pen)

1. Have learners write five or six sentences describing themselves and how they interact with their classmates.

2. Have learners read their sentences to the class for discussion and comparison.

3. If possible, take photographs of the learners in classroom situations that might best help to describe them. Share the photographs with the learner allowing him/her to evaluate the pictures.

LEARNING EXPERIENCE C: (Art) A

(drawing paper, pencil, ruler, crayons, paints, mural paper, newsprint, scissors, bulletin board)

1. Have the learners draw a self-portrait of themselves and allow them to describe the drawing to the class. Encourage the class to react to the learner's descriptions.

2. Have learners choose partners. Each learner will trace the outline of his/her partner on newsprint. Have learners cut out their own body outline and paint features, clothes, etc.

3. Mount all outlines on bulletin board or wall and discuss similarities and differences with class.

Evaluation

Teacher-made test, fill-in or self-evaluation rating chart. Each learner will list three of his/her personality traits.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 1: Each learner will be able to list or describe one personal strength and one personal weakness.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education) A

1. Stimulate a discussion by stating that some people are good in some activities and weak in others. Encourage learners to express those activities they may do well and those not done as well as they would like.

2. Relate discussion to other subject areas. Emphasize that everyone has strengths and weaknesses in many different areas.

3. Have learners participate in several activities to emphasize that each has strengths and weaknesses.

LEARNING EXPERIENCE B: (Mathematics) A

1. Prepare a number of exercises which require various mathematics skills. After learners complete the exercises have them note which skills they are strong in and which ones they are weak in.

2. Lead a discussion on the fact that everyone has strengths and weaknesses in many different areas. Have learners give examples of their strengths and weaknesses in areas other than mathematics.

Evaluation

Oral quiz. Each learner will name one personal strength and one personal weakness.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 2: Each learner will be able to describe a method of strengthening a personal weakness.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education) A

1. Have learners express weaknesses they may have in the area of physical education. Have other learners who have strengths in those areas relate how they acquired their strengths. Lead discussion on weaknesses in other subject areas and means of strengthening them.

2. In individual conferences, encourage learners to reveal their weaknesses. Help them develop methods whereby they may strengthen their weaknesses.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have learners orally list weaknesses they may have or are aware that others have. Keep discussion as impersonal as necessary. Encourage class to offer suggestions which may help to strengthen weaknesses listed. If class fails to list weaknesses which are evident in some learners, list those and discuss ways of strengthening them.

2. Individually help learners to develop strategies to combat one of their weaknesses.

Evaluation

Oral quiz, individual conference. Each learner will describe one way in which he/she can strengthen one personal weakness.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 3: Each learner will be able to list or describe two reasons for knowing one's weaknesses and strengths.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(blackboard)

1. Have learners ask a parent or working friend one of the strengths needed in their job. Have each learner share results with class. List job and needed strength on the blackboard.

2. Discuss with class reasons for knowing one's strengths and weaknesses. Relate to occupational choice.

LEARNING EXPERIENCE B: (Language Arts) A

(Book: What Could I Be? by Walter Lifton, available from Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611, $1.32)

1. Have learners discuss their strengths and weaknesses in relationship to their school work.

2. Read to the class the story, What Could I Be?

3. Have learners discuss how knowing one's strengths and weaknesses could affect job choice. Discuss reasons for knowing one's strengths and weaknesses.

Evaluation

Teacher-made test. Each learner will name two reasons for knowing one's strengths and weaknesses.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to describe or list the steps involved in making a decision.

Learning Experiences

LEARNING EXPERIENCE A: (Health) A

1. Assign a health project where the learners will work together in committees to complete the project.

2. At the completion of the assignment have learners discuss the method that was used in making decisions to complete the project.

LEARNING EXPERIENCE B: (Language Arts) A

1. Give learners accurate, inaccurate, complete and incomplete information and have them make decisions based on the information they received. For example, utilize Unfinished Stories for Use In The Classroom, available from the National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036. Encourage them to give reasons why they were able or unable to make decisions.

2. Create hypothetical situations for the learners to dramatize. Have them discuss their reasons for making certain decisions in the process.

LEARNING EXPERIENCE C: (Mathematics) A

(textbook)

1. As a group have learners demonstrate and discuss their reasons for making certain decisions in computing mathematical problem-solving examples a particular way.

2. Relate decision-making process in this task to decision-making in general - e.g., what information must you have, what are the basic steps.

LEARNING EXPERIENCE D: (Mathematics) A

(play money, canned and boxed goods or pictures of goods)

1. Develop a classroom store whereby the learners will make change using play money as the purchaser buys certain store items.

2. Discuss choices made. Discuss how amount of money affected purchase, etc.

Evaluation

Teacher-made test. Each learner will list the steps in making a decision.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decison-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 1: Each learner will be able to describe or list sequence of career development

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Invite learners from lower and upper grade levels (kindergarten through third grade and fifth and sixth grades) into the classroom to discuss the types of things they have learned about occupations. Following the visits, have the learners compare and contrast their knowledge of occupations for this with that of the lower and upper grade levels.

2. If possible invite various workers (include school personnel) to visit and tell class the sequences of their personal career development. If visitors cannot be obtained, use pictures to discuss career development sequence with class.

Evaluation

Teacher-made test, matching or multiple choice. Each learner will identify steps in the development of a career.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 2: Each learner will be able to list or describe two occupations in which he/she is interested.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. If possible have learners read and discuss the book What Could I Be? by Walter Lifton available from Science Research Associates, 259 East Erie Street, Chicago, Illinois 60604 ($1.32/copy).

2. Have learners role-play interested jobs and describe the functions of those jobs. Learners should give their reasons why they are interested in certain jobs as opposed to others.

3. Have learners select two occupations in which they are interested and have them a) interview persons who are engaged in the occupations, b) research the occupation in the library. Have learners prepare a report to share their findings with the class.

LEARNING EXPERIENCE B: (Art) E

(construction paper, drawing paper, scissors, paint)

1. Have each learner identify himself/herself with a self-made hat or other identifying garment or piece of equipment, and pantomime the duties of workers about whom he or she is interested. Have other learners guess the name of the workers being portrayed.

2. Have learners state why or why not they are interested in the various occupations.

Evaluation

Oral quiz. Each learner will name two occupations in which he/she is interested and describe the duties of workers in these occupations.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 3: Each learner will be able to list two occupations in which he/she has no interest.

Learning Experiences

LEARNING EXPERIENCE A: (Health, Science) E

1. Aid learners in determining and listing the various occupations related to each science or health unit.

2. Have learners express orally those occupations which are not interesting to them. Encourage learners to relate their reasons why the jobs are not interesting to them.

LEARNING EXPERIENCE B: (Social Studies) E

(3 x 5 cards, masking tape)

1. Write various job titles on 3 x 5 cards. Tape one card on the back of each learner. Tell learners they are to guess the occupation by asking other learners questions which can be answered with a yes or no response. They can ask only three questions of each learner and will be given 20 minutes to determine their job title.

2. After 20 minutes, have learners tape their cards on front and have each name two of the jobs written on the cards that he/she is not interested in and give reasons why.

Evaluation

Oral quiz. Each learner will name two occupations in which he/she is not interested and give one reason for his/her disinterest.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 1: Each learner will be able to list or describe ways in which working relates to the way one lives.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(poster pictures of workers)

1. Stimulate a discussion through pictures depicting work that is done by familiar members in the learners' immediate community (doctor, teacher, sanitation worker, minister, etc.)

2. Have the learners compare and contrast the worker's pay, material possessions, leisure time, working hours, etc.

LEARNING EXPERIENCE B: (Mathematics) A

(canned and boxed food items or pictures of various food items, play money)

1. Establish a grocery store in the classroom. Have learners choose a specific job that interests them. Give them their weekly salary using play money. Learners are then to make their weekly food purchase from the store.

2. After all learners have made their purchases, discuss the effects their pay had on their purchases, discuss other necessities their salary must buy.

Evaluation

Teacher-made test. Each learner will list one way in which working relates to the way one lives.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to describe or list ways in which his/her attitudes relate to school performance.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Mathematics) A

1. After the completion of a project in social studies or mathematics have learners evaluate their performance. Encourage them to talk about the way they felt during the time of their work on the project.

2. Develop a class discussion centered around the learners' attitudes and work performance.

LEARNING EXPERIENCE B: (Physical Education) A

1. Have learners play a game which involves all learners.

2. Stimulate a discussion concerning the way they played the game and the kinds of things which caused them to play that way. Emphasize whether or not they had success in what they did and why. Relate to other subject areas.

LEARNING EXPERIENCE C: (Language Arts) A

(blackboard)

1. List various attitudes on the blackboard such as patient, friendly, humorous, cheerful, dependable, honest, responsible, ambitious, courteous, etc.

2. Lead class discussion on how each attitude can affect school performance. Also relate these attitudes to job performance.

Evaluation

Oral quiz. Each learner will describe one of his/her attitudes and tell how this attitude affects his/her achievement in school.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to list or describe ways in which his/her study habits relate to school success.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(paper, pens)

1. Invite upper-grade pupils into the classroom to discuss with learners how they have had success in their school work through good study habits. Following the visit, learners should discuss the study methods and amount of success those pupils are making in school.

2. If possible, tape record person discussing the good study habits toward school success. Have the learners listen to the tape. At the conclusion of the tape, have the learners discuss the advantages of good study habits as opposed to poor ones.

3. Encourage the learners to think of other learners who are doing well in school. Have the learners discuss those persons and make inferences about how good study habits contribute to individual success.

4. Have the learners write short paragraphs describing their ways of studying and how has it helped them in their school work. Have the learners read their compositions to the class for discussion.

LEARNING EXPERIENCE B: (Mathematics) A

1. Invite a mathematics teacher or one who is in the mathematics field to come to the classroom and discuss with the learners how significant it was to have good study habits to do well in school. Have the learners discuss the important things stated at the talk.

2. Have one of the better mathematics pupils from an upper grade speak with the learners about how they were successful in mathematics through good study habits. At the conclusion have the learners discuss the significance of the talk.

Evaluation

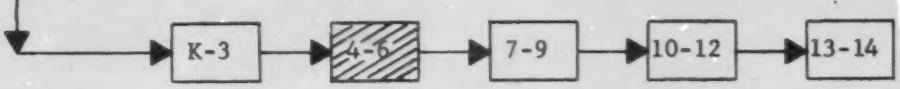
Oral quiz. Each learner will describe one of his/her study habits and tell how this habit affects his/her achievement in school.

CDC

GRADE 4

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.



GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.

Learner Objective 1: Each learner will be able to describe or list types of workers in the community or in the school.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. If possible take learners on a field trip to the immediate community of the school to visit the local police station, fire station, businesses, post office, library, etc., to talk with the various workers. Following visit, discuss functions and kinds of work done. If field trip is not possible, make a map of the neighborhood, take a simulated walk, and discuss workers "seen."

2. Invite school or community workers or parents into the classroom to discuss their occupations. Have learners discuss the similarities, differences, likes and dislikes of these jobs. If visitors are not available mount pictures of various workers on a bulletin board and label with job title. Discuss job duties of workers.

LEARNING EXPERIENCE B: (Science) A

(writing paper, envelopes, stamps)

1. List several science-related workers or companies for learners to write to requesting information about community workers or jobs. Have class divide into groups according to their choice of whom to write to.

2. Discuss letter writing techniques and kinds of questions which need to be asked to elicit needed information. Aid each group in writing its letter.

3. Have learners share results with rest of class.

LEARNING EXPERIENCE C: (Art) A

(writing paper, drawing paper, paint or crayons, bulletin board)

1. Depending on class abilities, either as a group or individually have class name occupations which begin with each letter of the alphabet.

2. Have learners draw illustrations for three of the occupations. Have each learner present one drawing to the class and discuss the worker drawn. Display pictures on bulletin board.

LEARNING EXPERIENCE D: (Social Studies) A

(picture: "How Many Occupations Can You Find," available from Department of Public Instruction, Honolulu, Misc. No. 103)

1. Distribute copies of picture of Hawaii scene.

2. Have learners name as many occupations as they can find in the picture and state where they work. Learners may wish to organize a contest to see who can name the most occupations.

LEARNING EXPERIENCE E: (Social Studies) A

1. Take learners on walking tours throughout the school building to observe and speak with members of the custodial staff about their job titles and duties. After the tours have learners discuss the contributions each worker makes to the school.

2. Invite various members of the school staff into the classroom to discuss their roles as school workers (teachers, nurse, doctor, principal, guidance counselor, attendance teacher, social worker, etc.). Have learners discuss how each worker contributes to their well being as pupils.

LEARNING EXPERIENCE F: (Language Arts) A

(paper, pens)

1. Have learners select a particular school worker they are familiar with and write a short paragraph describing the contributions that worker makes to the school.

2. Have learners share their paragraphs with the class for discussion.

LEARNING EXPERIENCE G: (Health) A

1. Invite the school doctor, nurse, first aid person or health room mother into the classroom to discuss how they work to promote good health habits for the learners.

2. Have learners list good health habits which need to be followed.

3. Have learners discuss the importance of these workers to the school.

LEARNING EXPERIENCE H: (Art) A

(drawing paper, pencils, crayons, rulers)

1. Have learners draw pictures illustrating the work of various school workers they are familiar with. Have learners describe their pictures to the class for discussion.

2. Have learners make scrapbooks showing the various work activities which take place in school.

Evaluation

Teacher-made test. Each learner will name three kinds of work found in the schools or community.

GOAL: Developing capabilities for being econimically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 2: Each learner will be able to list or describe two ways to classify occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Develop an activity whereby the learners classify whether a worker is involved with people, things or ideas. Help the learners by grouping job titles under appropriate headings. Then give them other job titles and have them group the titles independently.

2. Have class compare and contrast their results through discussion. Discuss other ways of classifying occupations.

LEARNING EXPERIENCE B: (Art) A

(bulletin board, drawing paper, magazines, paint)

1. Have learners make a bulletin board illustrating the classification of certain occupations into categories of working inside or outside, working in the city or country, working with people or animals, etc.

2. Make appropriate headings for bulletin board and have learners cut out or draw pictures to put under proper heading.

3. Discuss various ways of classifying jobs.

Evaluation

Teacher-made test. Each learner will list two ways to classify occupations.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Have the learners interview their parents to find out which occupations and persons in the community through their work affect society. The learners should report their results to the class for discussion.

2. If possible, have the learners take a field trip to the local municipal building to speak with city or county government officials about their work as it affects members in the community. Following the field trip, the class should discuss the job titles and how they have an effect on the community.

LEARNING EXPERIENCE B: (Language Arts) A

(paper, pens, newspapers)

1. Have the learners read and clip articles in the newspaper to find out the various occupations in the community (mayor, councilmember, etc.) which affect the people within the community. Have the learners discuss their results with the class.

2. Have the learners write short compositions listing job titles in the community and describing how these jobs affect the people within the community. The compositions should be read to the class for discussion.

LEARNING EXPERIENCE C: (Science, Health) A

1. Invite various persons who are in the science and health fields to come to the classroom and tell about their occupations and how they have an affect upon society.

2. The learners should discuss each occupation and its affects upon society following each visit.

Evaluation

Teacher-made test. Each learner will describe one occupation which has an effect on the population of Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to list or describe two contributions which a specified occupation has made to the improvement of society.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(blackboard, writing paper, pens)

1. Have learners interview persons in various occupations (teacher, doctor, military worker, sanitation worker, scientist, etc.) to find out how their work improves society.

2. Discuss questions to be asked. List on blackboard and have learners copy them. Have learners choose a partner and decide upon whom to interview.

3. At the conclusion of interviews, have learners report their findings to class for discussion.

LEARNING EXPERIENCE B: (Science, Health) E

(paper, pens)

1. Invite workers from the science and health fields to come to the classroom to discuss with the class how they help to improve society.

2. After each visitor's talk, the learners should write the worker's job title and list under it contributions it makes to the improvement of society.

LEARNING EXPERIENCE C: (Language Arts, Art) E

(paper, pens, drawing paper, paint, stamps, envelopes)

1. Have class divide into groups of four or five members and decide upon a person to write to requesting information relating how his/her work helps make improvements to society.

2. Discuss with entire class what questions to ask in the letter. Give assistance as needed to each group in writing their letter.

3. Have each group draw pictures of worker they write to. Have groups designate one person to share results with entire class.

LEARNING EXPERIENCE D: (Language Arts) E

(newspapers, blackboard)

1. Assign learners to read the local newspaper to find various persons or organizations advocating or making certain improvements to society. Discuss findings with entire class.

2. Write the job titles and corresponding improvements to society on blackboard.

Evaluation

Oral quiz. Each learner will name one occupation and describe one way in which it has contributed to the improvement of Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Invite local government officials (councilperson, mayor, superintendent of schools, fire commissioner, police commissioner, etc.) into the classroom to speak with the learners about their jobs and how they affect the city.

2. Following each speaker. have learners discuss the speaker's job as it affects the city.

LEARNING EXPERIENCE B: (Language Arts) A

1. Help learners write to the local Chamber of Commerce requesting information concerning ways it contributes to the growth of the city. Have learners share their information with the entire class.

2. In a discussion encourage learners to make inferences about the advantages of having a Chamber of Commerce.

LEARNING EXPERIENCE C: (Mathematics) A

1. Invite property owners into the classroom to speak with the learners about ways in which their property taxes benefit the city. Have learners discuss the significance of property taxes.

2. Discuss how property owners benefit the city. Discuss variety of jobs held by property owners.

LEARNING EXPERIENCE D: (Science, Art) A

(scissors, paste, construction paper, cardboard, magazines, newspapers, roll of shelving paper, paints, crayons)

1. Invite a sanitation worker into the classroom to talk about the importance of his job to the community. Following his talk, have learners discuss the advantages of this worker's job to city inhabitants and the disadvantages should the city not have this type of work.

2. Show pictures of various city workers and discuss contributions they make to the city.

3. Have learners make a collage depicting city workers of various occupations which are important to city inhabitants.

4. Have learners paint a mural illustrating how various ways city workers are important to the people in the area.

Evaluation

Teacher-made test. Learner will list three ways in which workers contribute to the economy of cities in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 3: Each learner will be able to describe or participate in a task which contributes to classroom goals.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Encourage learners to help develop rules for working together. Create jobs within the classroom to be done in turn by each learner. Learners will evaluate each other's performance.

2. Set up activities to foster social interactions and concern about others. For example, make the selection of a class host/hostess, send class-made get well cards, establish tutorial services rendered by learners.

LEARNING EXPERIENCE B: (Physical Education) A

1. Have class decide upon several games or activities to be completed by everyone during a one-week period. Have learners help each other as needed so everyone achieves the goal.

2. Lead discussion on participation in group activities and the accompanying responsibilities.

Evaluation

Observation. Teacher will observe and record participation of each learner in a task contributing to classroom goals in a one-week time interval.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Each learner will be able to list three occupations which have developed within his/her lifetime.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) E

(stamps, envelopes, pens, paper)

1. Have class divide into groups of four or five members. Help each group write letters to the local employment office requesting information concerning occupations which have been developed within the past ten years.

2. Have each group share their results with the class for discussion.

LEARNING EXPERIENCE B: (Science) E

1. Invite persons who work in the science field (high school or college science teachers, doctors, nurses, etc.) into the classroom to discuss the newly developed science occupations.

2. Have class discuss how these occupations might influence their lives.

LEARNING EXPERIENCE C: (Mathematics) E

1. Invite high school or college mathematics teachers, accountants, bank managers, etc., into the classroom to discuss those occupations which have been developed within the past ten years in the mathematics field.

2. Have learners list the occupations and discuss how they affect their lives.

Evaluation

Teacher-made test. Each learner will list three occupations which developed during his/her lifetime.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 2: Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Have class participate in the game "Voyage to Another Planet." Tell class that life has been discovered on another planet and at the planet's request the United States is sending a space ship there. Several people are needed to help those on the planet. Besides the crew of the space ship only eight people can go.

2. Have class divide into groups of four or five. Have each group choose from the following list the eight people they think should go on the space ship:

carpenter	nurse
clergy member	secretary
scientist	farmer
teacher	child
doctor	musician
bricklayer	dentist
dietitian	social worker
fireman	policeman

3. Have each group present their choices to the rest of the class. Discuss and compare similarities, differences and reasons for choices.

LEARNING EXPERIENCE B: Language Arts) A

(books on occupations which fulfill societal needs, e.g., I Want to Be a Space Pilot, 1961, Childrens Press, Inc., 1224 West Van Buren Street, Chicago, Illinois, 60607; How Airplanes Help Us, 1971, by Edith McCall, Benefic Press, 1900 N. Narragnset Street, Chicago, Illinois 60639; A Young Scientist Looks at Skyscrapers, 1964, by George Barry, McGraw-Hill Co., 750 Third Avenue, New York, New York 10017; Wizard of Electricity, 1965 by Eric Kerry, MacMillan Co., New York, New York, 10022; Let's Go Logging, 1962, by George Herman, G. P. Putnam's and Sons, 200 Madison Avenue, New York, New York, 10016; Maybe I'll be A Dairy Farmer, 1959 by Mildred Letton and

D. and B. Kain, National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606; Your Hospital A Modern Miracle, 1962, by Margaret Cosgrove, Dodd, Mead and Co., Inc., 432 Park Avenue, New York, New York 10003; The Schoolmasters, 67, by Leonard Fisher, Franklin Watts, Inc., 575 Lexington Avenue, New York, New York, 10022; What Does a Forest Ranger Do? 1964, by Wayne Hyde, Dodd, Mead and Co., 432 Park Avenue., New York, New York 10004; I Want to be a Dentist, 1960 by Carla Greene, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607)

1. As a group read certain books about occupations which fulfill needs of society.

2. Following the readings have learners discuss and list occupations which fulfill needs of society.

Evaluation

Oral quiz. Each learner will name one occupation and describe one way in which the occupation has contributed to the welfare of people living in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to describe or list the educational needs related to a specific occupation.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) E

(newspapers, blackboard)

1. Help learners read the want ads (employment section) of the local newspaper to discover some of the educational requirements of various jobs. Encourage learners to express why an educational background is necessary to occupations.

2. List jobs and educational requirements on blackboard and discuss.

LEARNING EXPERIENCE B: (Physical Education, Mathematics) E

(blackboard)

1. List a number of physical education or mathematics related job titles on the blackboard. Have each learner choose five titles and find out the educational requirements. Discuss with learners how they can determine this; ask a person who has the job, ask librarian for help in looking it up, ask parents for help.

2. Upon completion, write job titles on board and as learners tell their results write them on blackboard. Compare and contrast necessary educational requirements for the various jobs.

Evaluation

Teacher-made test, matching or multiple choice. Each learner will identify educational prerequisites for certain occupations listed by the teacher.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 2: Each learner will be able to describe the content and sequence of education necessary for a specific occupation.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Inform learners that they will be given certain school and classroom jobs to perform as they acquire new academic skills to do the jobs adequately. Emphasize that each person must learn certain things before taking on certain jobs.

2. Have learners pair off, select a job in which they are currently interested, and interview a worker to find out the education and training requirements to obtain the particular job. Aid learners in determining and writing questions to be asked. The learners should report their findings to the class for discussion and comparison.

3. Discuss and compare classroom jobs and their sequences and information learners obtained from interviews.

LEARNING TASK B: (Language Arts) A

(stamps, envelopes, paper, pen)

1. Have class divide into several groups and select a job in which they are currently interested. Aid each group in writing a letter to a particular worker requesting information pertaining to the necessary education and training for the job.

2. Have each group report findings to entire class. Discuss results.

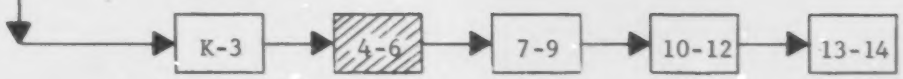
Evaluation

Teacher-made test, multiple choice or matching. Each learner will identify sequence of education and training to acquire designated jobs found in Hawaii.

GRADE 4

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.



GOAL: Developing capabilities for establishing and maintaining healthy social relationsips.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(construction paper, magic marker, scotch tape, string)

1. Have the class play the game, "I Am Likeable and Loveable." Have each learner wear a piece of construction paper with the title, "I Am Likeable and Loveable" attached near his/her chest throughout the day. Have the learners interact and observe the positive and negative interactions they have with other learners. Have each learner tear off a small piece of his/her construction paper for each time he/she senses a negative reaction from another member of the class. Have the learner tape the torn piece of construction paper back into its original place for each positive interaction he/she has.

2. Near the end of class, have each learner observe his/her signs and discuss how the class made him/her feel as a member of the class.

3. Optional: Take movies of the class while the learners are involved in group activities. Show the movies to the class. After the movies have been shown, encourage learners to describe how the group contributed to their personal feelings of worth.

4. Optional: Divide the class into small groups and have each discuss a specific topic. Tape record portions of the discussion in each group. Following the discussion, have the learners listen to the tape. Encourage learners to discuss how they think the group made them feel good about themselves.

Evaluation

Oral quiz. Each learner will describe one way in which participating in a group contributes to a person's feelings of worth.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to describe the role of one significant adult.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(paper, pens)

1. Have the class interview adults to find out as much information about these individuals as possible. As a group decide upon questions to ask. Have each learner copy questions.

2. Following the interviews, have the learners share their findings with the class for discussion.

3. Optional: Have learners take snapshots of adult models. Have learners paste snapshots at the top of a sheet of paper and write a paragraph under each describing the models.

4. Have learners write short sentences or paragraphs describing their favorite adult. Have learners share composition with class for discussion.

Evaluation

Oral quiz. Each learner will describe the role of a significant adult.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 3: Develop understanding of cooperation.

Learner Objective 1: Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. Take the class on a field trip to a local factory to observe situations where workers work cooperatively in producing products. After the field trip, have learners describe the situations where cooperation was being implemented. If field trip is not possible, show film or pictures of a factory and discuss workers seen and how they interact.

2. Have learners ask parents or a friend how they (parents, friends) must work cooperatively with other workers on the job. Have learners share their results by describing situations where workers function cooperatively in order to complete certain tasks.

LEARNING TASK B: (Language Arts, Art) E

(paper, pens, roll of shelving paper, scissors, paints, crayons, pencils, brushes)

1. Have class write short paragraphs or describe orally situations where they must work cooperatively with other classroom workers in order to perform their classroom jobs well.

2. Present snapshots or poster pictures of cooperative work among workers in the process of completing products. Have learners identify each situation and describe what is taking place.

3. Have class divide into groups to make murals illustrating various situations where persons work cooperatively in producing products.

Evaluation

Oral quiz. Each learner will list two workers who cooperate to produce a product.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 4: Develop understanding of community workers.

Learner Objective 1: Each learner will be able to list or describe two occupations which contribute to other occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(filmstrips or pictures illustrating cooperative work situations, e.g., a) "America At Work Series," available from Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 14435; b) "Bread," available from Encyclopedia Britannica Educational Films, Inc., 425 N. Michigan Avenue, Chicago, Illinois 60611; c) "Farmer Don and the City," and "Food for the City Product," available from Bailey Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California,90025; d) "Where Does Our Meat Come From?", available from Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601)

1. Present filmstrips, movies, or still pictures to the learners which illustrate how an occupation is related to another.

2. Following the presentation, have learners name and describe those jobs which are interrelated. Have them compare and contrast jobs.

3. If possible, invite workers of several occupations from supermarkets, factories, farms, etc., into the classroom to discuss how certain products are dependent on many different types of workers before they are in their final form. Following the visitors' discussions have learners name and describe as many jobs as they can which are interrelated.

LEARNING EXPERIENCE B: (Art) A

(roll of shelf paper, paints, crayons, brushes, pencils, scissors)

1. Develop a discussion with the class centered around the question of how finished products get to the market; for example, milk, cheese, pineapple, coffee, or sugar. Guide the discussion in such a way that learners will name the types of workers who took part in the process of finalizing the products.

2. After discussing several products, have each learner list the workers who are necessary to complete a certain product that interests him/her. Learners should share lists with the class for further discussion.

3. Have learners form groups to make murals depicting people of various occupations working on a specific product in an attempt to get it to market. They are to exhibit the interrelationship of occupations needed to complete the product.

Evaluation

Oral quiz. Each learner will name two occupations. For each occupation he/she will list two other occupations that contribute to the first one.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to describe or define work in two different ways.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(paper, pens)

1. Develop the concept that work means different things to different people. Have learners interview their parents or a friend to find out what work means to them. Following the interviews, have learners share their results with the class for discussion.

2. If possible, invite persons (non-worker, volunteer worker, average worker, affluent worker) into the classroom to discuss what work means to them. After the visits, have learners compare and contrast the meaning of work among these persons.

3. Have learners write a paragraph explaining what work means to them.

LEARNING EXPERIENCE B: (Language Arts) A

(paper, pens)

1. Stimulate a brief discussion with the class based on the concept that people feel differently about work, that there are many definitions of work.

2. If possible show one of the following films: a) "The Meaning of Work," available from Popular Science Audio Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640; or b) "Why Do People Work," available from Visual Education Consultants, 2066 Helena Street, Madison, Wisconsin 53701.

3. Have learners write five or six sentences expressing what work means to them. Have learners share their sentences with the class for further discussion.

Evaluation

Teacher-made test. Each learner will define work two ways.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to describe one job which contributes to or is related to another job.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(social studies textbook, encyclopedia, library books)

1. Have a local grocery store owner come into the classroom and discuss how the work depends on other workers (wholesale market person, milk delivery person, baker, truck farmer, dairy farmer, freight handlers, etc.). If unable to have grocer come to the classroom, use series of pictures to illustrate different workers. Following the discussion of the workers, have learners make a list of the grocer's dependent workers.

2. Have learners read related books to find out how certain occupations are dependent on other occupations. Have learners report findings to the class for discussion.

LEARNING EXPERIENCE B: (Language Arts) A

(pictures, bulletin board, scissors, construction paper, drawing paper, crayons, paints, pencils)

1. Have learners role play to demonstrate how their classroom jobs rely on the work of others to allow them to perform their work well. Encourage the class to discuss the interdependence of jobs.

2. Have learners use the bulletin board to display the concept of how work roles are interrelated. Stimulate a discussion centered on the work which was necessary to complete the bulletin board.

LEARNING EXPERIENCE C: (Science) A

1. Let learners select a health or science occupation in which they are interested and have them interview someone who is engaged in the occupation. Discuss questions to be asked and have learners copy them. Have learners prepare a report on the interview relating the interdependency of the job and allow them to share the findings with the class.

2. Develop a class science fair whereby the learners may construct a science project displaying the interrelatedness of science occupations.

LEARNING EXPERIENCE D: (Language Arts, Art) A

(scissors, paste, construction paper, cardboard, magazines, newspapers)

1. Tell class they are going on a simulated trip to a market, a department store, a pineapple factory, a resort hotel, etc. Have learners orally list all the workers they might see as well as those not seen but who have jobs directly related to the work being done. Discuss job duties of workers and interdependence of workers.

2. Have learners make a collage depicting the interdependence of work that occurs in places "visited."

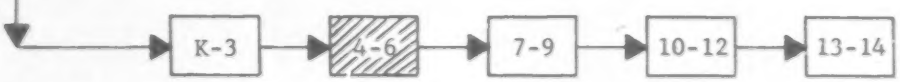
Evaluation

Oral quiz. Each learner will name one job and describe the duties and then name another job that is related to the first one and describe its duties.

GRADE 4

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.



GOAL: Developing capabilities for carrying out civic responsibility at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to list or describe ways in which work requires responsibility.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Set up classroom jobs whereby the learners receive job titles (attendance courier - collects attendance cards; horticulturist - waters plants; sanitation worker - empties the wastebasket; milkman - delivers the milk; supervisor - observes and aids other workers) for the task they are to perform. They will perform their jobs at various intervals of the day. The class will evaluate the learners' performances in a discussion once or twice a week.

2. Invite the learners' parents into the classroom to talk with the class about the responsibilities they must maintain in their occupations and jobs at home. Following the talk, have the learners discuss the importance of these responsibilities to the speakers' jobs.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have learners discuss with the class the things they must do to perform their school work well (punctuality, completing work, study, being alert, pay attention, do neat work, etc.)

2. Relate discussion to attributes all workers must have.

3. If possible, have the learners listen to a tape recorded conversation of a worker describing his job and his responsibilities to the job. Encourage the learners to make judgments about the importance of this worker's responsibilities to his job.

Evaluation

Teacher-made test. Each learner will list three rules which workers must follow to be responsible on the job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will be able to describe or list responsibilities of the adult citizen.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Have learners discuss the characteristics of admired adult models. They can compare these characteristics with their own. Have learners express the kinds of things they must do to further develop characteristics of these adult models.

2. Have learners role-play adult models and their responsibilities. The responsibilities should include voting, community participation, taxation, etc.

Evaluation

Teacher-made test. Each learner will list three responsibilities of an adult citizen.

GOAL: Developing capabilities for carrying out civic responsibilities and rewards in work and leisure.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Learner will be able to list or describe rewards other than money which are related to working.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. Have learners interview their parents or a friend to find out what kinds of things about their jobs satisfy them other than money. The learners should share their findings with the class. The class should compare and contrast the results.

2. If possible, invite workers from the community into the classroom to discuss with the learners the non-monetary benefits they receive from the jobs (leisure time, job satisfaction, prestige, etc.). After each speaker, have learners discuss the rewards.

3. Have each learner orally list non-monetary rewards received from working.

LEARNING EXPERIENCE B: (Language Arts) A

(blackboard, paper, pens)

1. Have learners write short sentences describing the non-monetary rewards they receive for tasks performed at school and at home. Have learners share their compositions with the class.

2. List the non-monetary rewards given on blackboard.

3. Read a biography of a person to the learners. At the end of the reading aid learners in making inferences about the kinds of non-monetary rewards the person received.

Evaluation

Teacher-made test. Each learner will list three rewards other than money received from working.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 5: Develop capabilities for making effective use of resources and understand relation of environment to work.

Learner Objective 1: Each learner will be able to list or describe the relationship of the environment to a particular job.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Invite workers into the classroom to discuss with the class how their jobs are dependent upon or related to the environment (farmers - soil and weather; factory workers - fuel and water; service station workers - gas and oil; jet pilot - weather; fireman - water; etc.).

2. Have the learners compare and contrast the job and environmental relationship.

3. Have learners interview or write letters to workers to find out the relationships between their jobs and the environment. Have class divide into pairs, and select a worker they are interested in. Before interviewing or letter writing takes place, discuss with class the questions to ask and have learners copy them. Give assistance as needed. The class should share their findings for discussion.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(stamps, envelopes, paper, pens, drawing paper, paint)

1. Have class divide into groups of four or five learners each. Have each group write a letter to a local industry requesting information concerning the relationship between work and the environment and the types of workers it has.

2. Discuss with class type of letter to write. Aid each group as needed in writing its letter.

3. Have each group illustrate the relationship of the environment and the occupation.

4. Have learners share results with other groups.

Evaluation

Oral quiz. Each learner will name one job found in Hawaii and tell one way in which the environment of Hawaii affects the job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Following a group activity, have the learners describe their participation in the group and how their individual participation contributed to personal and group goals.

2. If possible, video tape the class functioning in various group activities. Show the video tape to the class to allow each learner to observe his/her participation in the group activity. Following the viewing of the tape, encourage each learner to describe how his/her participation in the group contributed to him/her.

3. Lead discussion relating participation in classroom activities with citizenship participation activities and responsibilities.

LEARNING EXPERIENCE B: (Physical Education) A

1. Have the learners play several games. After each game, allow time for each learner to describe his/her participation and how it contributed to him/her.

2. Lead discussion relating participation in group activity to responsibilities of citizens.

Evaluation

Teacher-made test. Each learner will name one benefit from participating in a group in helping to develop good citizenship.

CDC

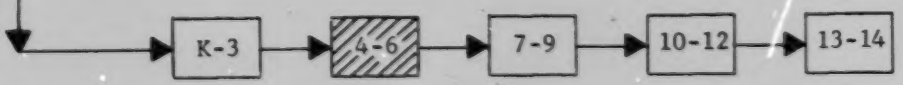
GRADE 5

CDC

GRADE 5

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decison-making.



GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to describe his/her performance in each subject matter area.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(construction paper, string, stapler)

1. Encourage learners to read the written remarks on written papers and tests returned to them.
2. Have learners compare written remarks on their papers for a two-week period as a check for improvement.
3. Give time during the week for the learner to discuss his/her accomplishments in subject matter areas. Learners may wish to share weaknesses as well as strengths with the class.
4. Give time during the week for a personal conference with the learner to describe his/her performance in all subject matter areas.
5. Have each learner make a booklet of returned papers with remarks about his/her progress.

LEARNING EXPERIENCE B: (Mathematics) A

(paper, pencils, pens, rulers)

1. Have each learner construct a graph and plot his/her grade score to indicate progress in mathematics. Make a bar graph for each subject for comparison purposes.
2. Discuss with class how to predict their grades in different subject areas based on their graphs.

Evaluation

Self-evaluation, teacher observation. Each learner will predict his/her grades. Observe and record learners capability to predict performance with accuracy.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to list or describe three personality variables about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(optional films: a) "Me, Myself, and I," and "Manners Make a Difference," available from Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435; b) "Good Day in the Fifth Grade," available from Long Film Slides Service, 7505 Fairmount Avenue, El Cerrito, California 94530)

1. Develop a discussion centered around the kinds of persons we might be at one time or another. Have learners briefly describe who they are or what kind of persons they think they are.

2. If possible, present one or more of the filmstrips listed above. Have learners describe themselves in relationship to the filmstrips.

3. Have learners, in an oral exercise, give descriptions of themselves. They should include their likes, dislikes, interests, strengths, and weaknesses. Have the class compare the speaker's description with their descriptions of the speaker.

LEARNING EXPERIENCE B: (Language Arts) A

(books about children, for example, a) Who Cares by P. J. Brown, available from McGraw Hill, New York, New York; or b) I Am Better Than You by R. Lopshire, available from Harper and Row Publishing Co., New York, New York)

1. Have learners read books about other boys and girls and then compare their reading with themselves.

2. Allow learners to play the game "Guess Who." Each learner should write a short paragraph describing themselves without placing their name on the paper. Read compositions to the class and have them guess who the writer is. Should the class guess incorrectly, writer gives his/her name. Then the class should give the writer reasons why they thought the paragraph did not describe him/her accurately.

Evaluation

Teacher-made test, fill-in or self-evaluation rating chart. Each learner will list three of his/her personality traits.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 1: Each learner will be able to list or describe one personal strength and one personal weakness.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education) A

(paper, pens)

1. Stimulate a discussion based on the concept that each person has personal individual differences. Guide the discussion to elicit the learners' strengths and weaknesses. Proceed cautiously in attempting to have certain learners list and describe their weaknesses.

2. Have learners participate in several activities to illustrate strengths and weaknesses in physical education.

3. Hold a personal conference with each learner to discuss personal strengths and weaknesses.

4. Have learners write short compositions describing their strengths and weaknesses. If feasible, have learners read their compositions to the class.

LEARNING EXPERIENCE B: (Language Arts) A

(ditto sheets)

1. Give each learner a dittoed sheet listing personal qualities. The list could include such factors as:

   a. I am slow to anger
   b. I am considerate of others
   c. I have a sense of humor
   d. I accept suggestions
   e. I am willing to compromise
   f. I do my share of work in group activities
   g. I am forgiving and forgetting
   h. I try to overlook the faults of others
   i. I am always ready to start an argument
   j. I try not to fight

k. I am cool-headed
l. I try to give constructive criticism
m. I look for good in others

The list should also have two columns with the headings: How I Rate Myself and How I Think Others Rate Me.

2. Tell learners to fill in the two columns using the words "Always," "Sometimes," and "Never." Upon completion have learners list three of their strengths and weaknesses based on their responses to the above list.

Evaluation

Oral quiz. Each learner will name one of his/her strengths and one of his/her weaknesses.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 2: Each learner will be able to describe a method of strengthening one's weaknesses.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Have learners orally list weaknesses they or others may have. Encourage class to offer suggestions which may help to strengthen weaknesses. If class fails to list weaknesses which are evident in some learners, list those and discuss ways of strengthening them.

2. Individually help learners to develop certain strategies to combat one of their weaknesses. For example, encourage learner to read and profit by the comments written on returned papers or tests.

Evaluation

Oral quiz, individual conference. Each learner will describe one way in which he/she can strengthen one personal weakness.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 3: Each learner will be able to list or describe two reasons for knowing one's weaknesses and strengths.

Learning Experiences

LEARNING TASK A: (Language Arts) A

(biographical sketches)

1. Help each learner in personal conferences to see and understand his/her weaknesses and strengths. Encourage the learner to give reasons why it is important for one to know personal strengths and weaknesses.

2. Read biographical sketches of selected individuals to stimulate a discussion of the reasons why one should know one's strengths and weaknesses. Guide the discussion in such a way the learners will give reasons why one should be aware of strengths and weaknesses.

3. If possible, show the filmstrip, "What Good is School," available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Evaluation

Teacher-made test. Each learner will name two values from knowing one's strengths and weaknesses.

GOAL: Developing capabilities for achieving self-realization through self-understarding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to describe or list the steps involved in making a decision.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. If possible, invite members of local clubs or organizations to come into the classroom and speak to the class about their methods of reaching certain decisions. After each visit have the learners discuss the decision methods.

2. Develop activities which would allow learners to interact in reaching a democratic decision. Such activities could be centered around a field trip choice, a class party, or choice of games.

3. Discuss decision-making steps involved.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have learners, in a class discussion, tell of experiences where they had to make certain decisions. Encourage each speaker to give alternatives and reasons why the final decision was reached.

2. Create a hypothetical situation and give learners only the first half of the situation. Have learners take turns in dramatizing the completion of the situation. At the end of the activity, have each learner discuss reasons for completing the situation as he/she did.

3. Discuss the general decision-making procedures and steps involved in decision-making.

LEARNING EXPERIENCE C: (Science) A

1. Have learners attempt to utilize a scientific method while performing simple experiments. For example:

   a. The problem or question is stated.
   b. Possible solutions or answers are suggested.

c. Related data are gathered (reading, interviewing, etc.).
d. Tentative inferences are made or conclusions are drawn.
e. Inferences and conclusions are tested.

2. Discuss steps involved in making a decision in any subject area.

LEARNING EXPERIENCE D: (Health, Art) A

(magazines, paint, paste, construction paper, scissors)

1. Have class divide into small groups. Have each group plan balanced meals for one day. Each group must decide as a group on the meals.

2. Have each group illustrate their menu for the day. Groups should present their pictures to the class for discussion, tell how they reached their final decisions and how they resolved any differences within the group.

3. Lead class discussion on steps involved in the decision-making process.

Evaluation

Teacher-made test. Each learner will list the steps involved in making a decision.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 1: Each learner will be able to describe sequence of career development.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts) E

(paper, pens)

1. Invite high school seniors who plan to seek jobs immediately following high school to discuss their stages of career development toward future work goals. Have the class compare and contrast the seniors' stages of career development.

2. Invite a panel of students, consisting of a primary child, a sixth grader, a junior high student, and a high school student, to the class to discuss generally the types of things being studied at those levels. Following the activity, help class to recreate the developmental stages discussed by the panel.

3. Have learners simulate roles at the various stages of career development (primary, intermediate, junior high, high school, employment or college). Have class discuss what might happen to a person should he/she not complete all stages and why it is necessary to complete them.

4. Have learners write a short composition describing the steps in the movement toward an occupation. The learners should read their compositions to the class for discussion.

Evaluation

Teacher-made test, matching or multiple choice. Each learner will identify steps in the development of a career.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 2: Each learner will be able to list or describe two occupations in which he/she is interested.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts) E

(writing paper, pens)

1. Have learners invite persons employed in occupations of interest to come into the classroom and discuss their occupations. Learners should write invitations or personally invite the speakers. Learners may compose the following for the speakers to discuss:

   a. What I do.
   b. The personal qualifications I have.
   c. The necessary training I have.
   d. Why my job is important.
   e. What job satisfactions I have.

2. Have class write thank you notes to the speakers. Discuss why learners are or are not interested in the speakers' jobs.

LEARNING EXPERIENCE B: (Social Studies, Language Arts) E

(reference books, encyclopedias, textbooks)

1. Have learners group into eight committees to explore occupations found in an assigned region of the country. Have learners read textbooks, view filmstrips, interview people, or write letters to obtain the needed information.

2. Have one learner from each group report findings to the class. Lead discussion on which jobs learners are interested in.

Evaluation

Oral quiz. Each learner will name two occupations in which he/she is interested and describe the duties of workers in these occupations.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 3: Each learner will be able to list two occupations in which he/she has no interest.

Learning Experiences

LEARNING EXPERIENCE A: (Science, Health) E

(textbooks, reference materials, for example, "Popeye and Health Careers," available from King Features, 325 East 45th Street, New York, New York 10017)

1. Have learners determine occupations related to science or health units.

2. Once the related occupations have been determined, have learners list and describe those occupations which do not interest them. Encourage them to give reasons why these occupations are uninteresting to them.

LEARNING EXPERIENCE B: (Social Studies) E

(3 x 5 cards, masking tape)

1. Write various job titles on 3 x 5 cards. Tape one card on back of each learner. Tell learners they are to guess their occupation by asking other learners questions which can be answered with a yes or no response. They can ask only three questions of each learner and will be given 20 minutes to determine their job titles.

2. After 20 minutes have learners tape their cards on front and form groups based on their job titles. Groups may be based on such factors as: work outdoors, work with machinery, help the public. Learners should form groups with as little assistance as possible.

3. When groups are formed, discuss reasons why learners chose to be part of the group they are in. Have each learner name two of the job titles he/she is not interested in and give a reason why. Discuss whether learners are interested in any of the other jobs in a group from which they selected one they are not interested in.

Evaluation

Oral quiz. Each learner will name two occupations in which he/she is not interested and give a reason for his/her disinterest.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 1: Each learner will be able to list or describe ways in which working relates to the way one lives.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. If possible, invite role-models of various occupations into the classroom to discuss their jobs and the effect these jobs have on them and their families. At the conclusion of the visits, the learners are to compare and contrast the discussions. Have learners make inferences concerning how the models' jobs affect their daily lives.

2. List various job titles on the blackboard. Include jobs with a wide range of earnings, working hours and working conditions. Have learners role-play the work of each occupation and discuss how a single person, married couple, and married couple with children can function based on the earnings and working hours of the job. Emphasis should be placed on how much one can purchase, where one can live, and how much leisure time is allowed.

LEARNING EXPERIENCE B: (Mathematics) A

1. Have learners assume various job titles and status (single, married, married with children). Each learner is given a certain amount of money for his/her week's work. Also, each is given a certain amount of expenses based on his/her marital status, dependents, and home. The learner is to determine how much money he/she has remaining after expenses, and the kinds of things that will be done with the remainder.

2. Create a situation whereby learners want to purchase something (e.g., new or used car). They are paid weekly payments, some will have money in the bank and some will not. The item they want to purchase can be paid for at once or with a down-payment and monthly payments. They are to decide which item they can afford or or if they have to do without. Learners must remember there is to be money remaining for other expenses.

Evaluation

Teacher-made test. Each learner will name one way in which working influences the way one lives.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to describe or list ways in which one's attitude relates to school performance.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts) A

(alphabet set, pens, paper)

1. Have learners play the "alphabet game." Learners are to take turns in naming a city or state which begins with the letters of the alphabet starting with the letter A. Each learner receives a point for each city or state named correctly. At the end of the game, have class evaluate their performance. Have them describe their attitudes or how they felt while playing the game. Emphasize the concept that the way one feels sometimes reflects the way we perform.

2. Have learners complete another project or task and react to their performance. Have them express the way they felt while working on this task or project and compare their feelings to the way they felt while playing the alphabet game. Develop a class discussion centered around the learner's attitudes and work performance.

3. If possible, a) show the filmstrip, "What Do You Expect of Others," or "Who Do You Think You Are," available from Guidance Associates, Pleasantville, New York 10570; or b) read the book Getting Along In School, available from Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

4. Have learners write short compositions describing the effects of their attitudes on their classroom work. After completing the compositions, have learners read them to the class for discussion.

Evaluation

Oral quiz. Each learner will describe one of his/her attitudes and tell how this attitude affects personal achievement in school.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to list or describe ways in which his/her study habits relate to school success.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts) A

(pens, paper)

1. Have learners interview older students to find out how important good study habits have been in their success in school. Have the learners share their findings with the class for discussion.

2. Invite selected sixth graders into the classroom to discuss their study habits and how these habits have helped them in their school work. Help the class to compare and contrast these study habits and successes of these sixth graders.

3. Have learners discuss their ways of using leisure time. Encourage them to state what portions of that time is used for study.

4. If possible, have learners read and discuss the book, How To Study available from Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

5. Have the learners write a short composition describing how good study habits affect school achievement. Have learners read their composition to the class for discussion.

Evaluation

Oral quiz. Each learner will describe one personal study habit and tell how this habit affects his/her achievement in school.

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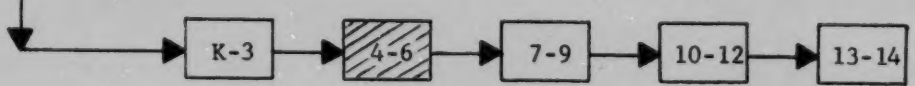
GRADE 5

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.



GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.

Learner Objective 1: Each learner will be able to list or describe types of workers in the school or community.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts, Art) A

(bulletin board, paint, drawing paper, writing paper, pens)

1. Have learners interview various school workers to find out the kinds of duties they perform. Have learners choose a partner with whom to conduct the interview. Have learners report their findings to the class for discussion.

2. Have learners make drawings of workers performing different types of work within the school. Display the pictures on a bulletin board in groups and labeled according to the type of work performed.

3. Have learners write short compositions describing as many different types of school workers as possible. Ask for volunteers to read their papers to the class.

4. Have a learner role-play the work of a school worker performing job duties. Encourage other learners to guess what type of work is being done and to name the worker.

LEARNING EXPERIENCE B: (Social Studies, Art) E

(cardboard, newspapers, magazines, scissors, paste)

1. Take learners on field trips in the community to observe and talk with workers (druggist, grocer, fire department worker, store clerk, etc.) about their jobs. If field trips are not possible, show films, or pictures of various workers performing their jobs (for example, "Community Workers and Helpers," available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614) and lead a discussion on what workers are doing. Have learners make a list of workers discussed and duties they are responsible for.

2. Have learners survey the workers who live in the neighborhood. After the survey have each learner group his/her list of occupations according to categories determined by the class.

3. Have learners make collages exhibiting various types of workers in the community. Display collages on bulletin board.

LEARNING EXPERIENCE C: (Language Arts, Art) E

(newspapers, envelopes, paper, pens, stamps, magic markers, construction paper, scissors, pins, staples, mural paper, paints)

1. Have learners read newspapers and cut out articles concerning workers in the community and nearby communities. Stimulate a discussion centered around these workers' job titles and the duties they perform.

2. If feasible, have learners write letters to workers in the community requesting information about their job titles and the kinds of things they do on their jobs.

3. Have learners make a bulletin board or mural illustrating workers on the job in the community.

LEARNING EXPERIENCE D: (Health, Art) A

1. Invite the school doctor and nurse into the classroom to discuss how they work to promote good health habits for the learners. Have learners discuss the importance of these workers to the school.

2. Have the custodial staff speak to learners about how they work to keep the building sanitary to prevent health hazards. Learners should discuss the significance of this group to their health.

Evaluation

Teacher-made test. Each learner will name three kinds of work found in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.

Learner Objective 2: Each learner will be able to list or describe two ways to classify occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(paper, pens)

1. Explain what a job family is and some of the ways jobs can be grouped. If obtainable, show the filmstrip, "What Are Job Families?" (Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614). Lead class discussion on what a job family is, ways to group jobs into families, and why it is important to learn about job families.

2. Have learners list occupations under two headings: "Jobs requiring Cooperation" and "Jobs not requiring Cooperation." Have learners explain why the occupations listed do or do not require cooperation.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(construction paper, tag board, staples, stapler, magic markers, pencils)

1. Have learners list as many occupations as they know on the blackboard. Have class group the occupations according to similarities.

2. Have learners make drawings of occupations they have listed. Have each learner put drawings on bulletin board in categories decided upon in step 1.

LEARNING EXPERIENCE [illegible] (Science, Health, Art) A

(reference materials, for example Popeye Health Careers Booklet, available from King Features, 235 East 45th Street, New York, New York 10017)

1. Have learners survey the science or health textbooks of units studied for various occupations. Have each learner group his/her list of occupations according to categories decided upon by the class as a whole.

2. Have each learner cut out pictures and make a collage to illustrate jobs in one of the categories.

Evaluation

Teacher-made test. Each learner will name two ways to classify occupations found in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to describe one occupation which has an effect upon a portion of society and which contributes to individual growth.

Learning Experiences

LEARNING EXPERIENCE A: (Science, Health) A

1. List various science and/or health related occupations on the blackboard. Have each learner pick an occupation in which he/she is interested. Those choosing the same occupations will form groups.

2. Have each group determine the effects the occupation has on the people of Hawaii. If possible, have learners interview people employed in the various occupations to obtain the information, otherwise use reference books.

3. Have each group present its findings to the entire class.

LEARNING EXPERIENCE B: (Language Arts) A

(paper, pens, books on occupations - for example: a) Hawaiian Coffee Picker by L. M. Bannon, 1962, Houston Mifflin Co., Boston, Massachusetts 02107; b) The Shoemakers by L. Fisher, 1967, F. Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10022; c) How Automobiles Are Made by D. C. Cooke, 1961, Dodd, Mead and Co., Inc., 432 Park Avenue, New York, New York 10003; d) How Paper Is Made by D. C. Cooke, 1959, Dodd, Mead and Co., Inc., 432 Park Avenue, New York, New York 10003; e) What Does a Scientist Do? by H. Zarchy, 1959, Dodd, Mead and Co., 432 Park Avenue, New York, New York 10003; f) Politicians and What They Do by D. Batter, 1960, F. Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10002)

1. Have learners read books about various occupations and discuss how they affect portions of society.

2. Have learners write story compositions describing how certain occupations affect a portion of society. Have learners read their compositions to the class for discussion.

Evaluation

Teacher-made test. Each learner will name one occupation and describe the way in which the occupation affects the youth of Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contributions of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(stamps, paper, pens, envelopes)

1. Have class divide into small groups and choose a state senator, representative, or other government employee to write to.

2. Have learners write letters to designated persons requesting information about the contributions their positions make to the improvement of society. Have learners share their findings with the class.

3. Optional: Tape record persons employed in occupations of interest to learners, discussing their occupations and the contributions made to the improvement of society. Have learners listen to the tape to learn about the jobs and their contributions.

LEARNING EXPERIENCE B: (Mathematics) A

1. Invite mathematics teachers, accountants, bank managers, bank tellers, etc. into the classroom to tell how their occupations contribute to improvements of society.

2. Have learners compare and contrast the occupations and contributions following each visit.

LEARNING EXPERIENCE C: (Science) A

(textbooks, encyclopedia, reference books)

1. Have learners select an occupation that interests them from the following list:

a. astronomer	d. botanist	g. geologist
b. biologist	e. chemist	h. meteorologist
c. physicist	f. zoologist	

2. Have learners use textbooks and reference books to find out how these occupations contribute to the improvement of society. Those learners choosing the same occupation will work as a group.

3. After the activity has been completed, have learners report their findings to the class.

LEARNING EXPERIENCE D: (Health) A

1. Invite school or community workers employed in health-related occupations into the classroom to discuss how their occupations contribute to society.

2. Have learners compare and contrast contributions made by the various occupations following each visit.

Evaluation

Oral quiz. Each learner will name one occupation and describe one way in which it has contributed to the improvement of life in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of the state and nation.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(encyclopedia, reference books, paper, pens)

1. Have the class do a research project on one of their state or country officials through library research. Have them share their findings with the class to determine how they help their state or nation.

2. If possible, take a field trip to the local headquarters of a state representative or United States Senator or have one of his/her representatives speak with the class about work-related contributions to the state or nation. Have learners discuss these contributions to the state or nation.

LEARNING EXPERIENCE B: (Language Arts) A

(newspapers)

1. Have learners read the local newspaper and clip out information concerning state and national workers who contribute to the economic good of the state and nation. Have learners list the job title and under it state how that job helps the state or nation. (State and nation should have separate categories.)

2. Lead group discussion on state and national workers and their contributions to the ecomomic good of the country.

LEARNING EXPERIENCE C: (Science) A

(paper, pens, envelopes, stamps)

1. Have learners divide into groups to write letters to state and national conservation agencies requesting information concerning their contributions to the economic good of the state and nation.

2. Have learners share their findings with the class.

Evaluation

Teacher-made test. Each learner will list three ways in which a worker he/she is familiar with contributes to the economic good of Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 3: Each learner will be able to describe or participate in a task which contributes to classroom goals.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education) A

1. Develop the concept that working together is a cooperative effort on the part of all learners. Have learners participate in a physical education activity as a group.

2. Have learners discuss their performance after the activity is completed. Relate discussion to participation in activities outside school.

LEARNING EXPERIENCE B: (Language Arts) A

1. Help learners establish certain classroom rules. Encourage them to give their reasons for wanting certain rules implemented. Have learners express methods in carrying out these rules. Have learners evaluate each other for one week in carrying out rules.

2. Discuss reasons and need for following rules determined by the group.

LEARNING EXPERIENCE C: (Health, Mathematics) A

(paper, pens)

1. Have class list health rules which should be followed. The goal is to have as many learners as possible follow each rule daily. Have each learner make a chart to keep a daily record of whether or not he/she followed each health rule.

2. At the end of each day record class totals on the blackboard. Have learners determine how many learners did or did not follow each rule.

Evaluation

Observation. Observe learners for one week and record for each learner a way in which he/she participated in a task contributing to the classroom goals.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Each learner will be able to list three occupations which have been developed within his/her lifetime.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Art) E

(mural paper, paint)

1. Invite representatives from the local employment office into the classroom to discuss those occupations which have been developed within the past ten years. After the visits, have the learners discuss and make a list of these occupations for future reference.

2. If possible, invite members from various business establishments into the classroom to discuss their occupations which have been developed within the past ten years. Have the class name and discuss the importance of these occupations following each visit.

3. Have class make a mural depicting occupations developed within the past ten years.

LEARNING EXPERIENCE B: (Mathematics, Science, Health, Art) E

(stamps, envelopes, paper, pens, reference books, construction paper, paint, scissors, drawing paper)

1. Have class divide into groups for the purpose of writing letters to relevant organizations requesting information on occupations developed during the past ten years. Have groups write to organizations such as national mathematics, medical or science organizations, the National Aeronautics and Space Administration, the Department of Labor, the local employment office, etc. Have each group share their findings with the rest of the class.

2. Have learners read various books of occupations developed within the past ten years. Have learners do book reports and share them with the class.

3. Have learners make a bulletin board illustrating occupations developed during the last ten years in selected subject areas.

Evaluation

Teacher-made test. Each learner will list three occupations which developed during his/her lifetime.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 2: Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.

Learning Experiences

LEARNING EXPERIENCE A: (Health, Science, Art) A

(encyclopedias, reference books, construction paper, magic markers, staples, stapler, tag board, pencils)

1. Invite persons of various health and science occupations (school doctor, school social worker, school nurse, etc.) into the classroom to discuss how their occupations fulfill needs of society. After each visit have learners describe the significance of each occupation to society.

2. Help learners develop a historical time line of certain occupations using reference books. Encourage them to find out why these occupations were developed to fulfill certain needs of society.

3. Have learners divide into small groups to choose interested occupations and to dramatize how these occupations fulfill needs of society. For example, one group will illustrate a situation where certain needed occupations do not exist and another group will illustrate a situation where needed occupations do exist. Following the activity, have learners compare and contrast the situations.

4. Have class make a bulletin board illustrating those occupations which were developed for the purpose of fulfilling needs of society.

Evaluation

Oral quiz. Each learner will name one occupation and tell how the occupation has contributed to the well-being of people living in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to list three factors necessary for job success.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(paper, pens)

1. Have learners interview parents or friends to find out what should be given to a job to achieve success. Have learners share their findings with the class for discussion.

2. Have learners role-play a real-life work situation as workers and employer. The work situation is to be in a specific place of employment. Have learners show the kinds of qualities which will bring them success on the job. Have class evaluate these qualities or lack of these qualities in the role-playing at the conclusion of the activity.

3. Have the class write a paragraph describing what a worker should give to the job. Learners should read their paragraphs to the class for discussion.

LEARNING EXPERIENCE B: (Language Arts) E

(ditto sheets)

1. Make dittoed sheets listing traits important to any job and distribute to class for self-appraisal. Learners are to check if they are average, above average or below average for each trait. Those traits to be listed could include:

a. dependability
b. self-confidence
c. friendliness
d. cheerfulness
e. patience
f. sense of humor
g. honesty
h. responsibility
i. loyalty
j. sincerity
k. courtesy
l. promptness
m. orderliness
n. ability to keep working under real difficulties
o. ability to make decisions quickly
p. ability to sense other's feelings
q. ambition to succeed
r. courage to do right thing, even if alone

s. willingness to work hard
t. ability to cooperate with others
u. ability to become enthusiastic about your job
v. willingness to consider other's viewpoint
w. initiative--being a self-starter
x. ability to lead others
y. ability to work without supervision

2. After learners have completed the task, discuss the effects certain of the traits have on job success. Discuss how lack of some of the traits can prevent job success.

Evaluation

Teacher-made test, fill-in or multiple choice. Each learner will list three factors necessary for job success.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to describe or list the educational needs relating to a specific occupation.

Learning Experiences

LEARNING EXPERIENCE A: (Science) A

(reference materials)

1. Aid class in listing science occupations on the blackboard. Have each learner pick an occupation of interest to research to determine the educational needs of the occupation.

2. Have learners present their findings to the entire class. Compare and contrast educational requirements.

LEARNING EXPERIENCE B: (Language Arts) E

(reference materials, for example, a) The Encyclopedia of Careers and Vocational Guidance by W. Hopke, and Concise Handbook of Occupations by J. M. Costello and R. Parsons available from the J. G. Ferguson Publishing Co., Chicago, Illinois; or b) "Occupational Charts" available from F. A. Owen Publishing Co., Dansville, New York 14437)

1. Have learners read reference books to find out the necessary education for occupations of interest to them. Have learners prepare reports on the educational requirements of specific occupations and share their findings with the class.

2. List on the blackboard the job titles and the educational requirements. Compare and contrast educational requirements for the various job.

Evaluation

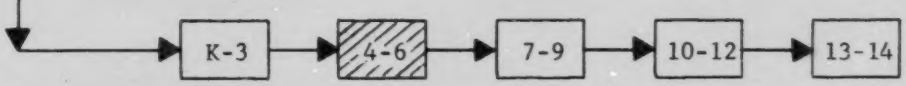
Teacher-made test, matching or multiple choice. Each learner will identify educational prerequisites for certain occupations listed by the teacher.

CDC

GRADE 5

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.



GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.

Learning Experiences

LEARNING EXPERIENCE A: (Art) A

1. Divide class into committees to complete an art project (for example, a mural). Once the project has been completed encourage each learner to describe how the committee members contributed to personal feelings of worth.

2. Develop a brief discussion based on the effects group members may have upon one another. If available, present the movie "The Golden Rule: A Lesson for Beginners," available from Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601. Following the movie, have the class discuss how the lesson taught from the movie relates to the way a group contributes to a person's personal feelings of worth.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have the class form two groups where one is inconsiderate towards its members and the other is considerate. Then have each group act out a work task. Following both activities, have the class discuss how these groups affected the members' personal feelings of worth.

2. Have learners write a paragraph describing their feelings after participating in the group activity. Have volunteers read their paragraphs to the class.

Evaluation

Oral quiz. Each learner will describe one way in which participating in a group contributes to a person's feelings of worth.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to describe the role of one significant adult.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(paper, pens)

1. Have each learner select a significant adult and write a composition describing that person. Have learners read their compositions to the class.

2. Compare and contrast factors learners discuss in their compositions.

Evaluation

Oral quiz. Each learner will describe the role of a significant adult.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 3: Develop understanding of cooperation.

Learner Objective 1: Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Art) E

(pictures of various workers, drawing paper, crayons, pencils, rulers, scissors)

1. Show pictures of workers performing certain work tasks in order that a) a service is provided, or b) a product is produced. Following the viewing of the pictures, compare and contrast observations in a class discussion. Also discuss interrelationship of workers in providing the service or producing the product.

2. Optional: Take learners to a selected factory or place which provides a service. Prior to the trip, ask the learners to pay special attention to situations where they see cooperative work efforts being performed. Following the trip, have the class discuss their observations of cooperative work taking place.

3. Have learners draw pictures depicting scenes of workers performing certain tasks cooperatively. Have each learner describe his/her picture to the class.

LEARNING EXPERIENCE B: (Language Arts) E

(paper, pens)

1. Stimulate a brief discussion centered around the need for workers to cooperate in order to produce products or provide services. Present a movie, filmstrip, or study prints depicting people working cooperatively on the job (for example, "The Factory: How a Product is Made," available from Film Associates, 11014 Santa Monica Boulevard, Los Angeles, California 90025).

2. Have learners write a short story relating a situation where people work cooperatively producing products or providing services. Have learners share their stories with the class.

Evaluation

Oral quiz. Each learner will identify two workers who cooperate to produce a product or provide a service.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 4: Develop understanding of community workers.

Learner Objective 1: Each learner will be able to list or describe two occupations which contribute to other occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts, Art) A

(paper, pens, cardboard, magazines, newspapers, cloth, scissors, paste, pictures illustrating interrelationships of occupations, for example; "Interdependency of People," and "Specialization and the Resulting Interdependency of People". both available from Occupational Division of Labor, Western Publishing Co., Inc., 1220 Mound Avenue, Racine, Wisconsin 53404)

1. Stimulate a discussion relating how some occupations are dependent on other occupations. Present pictures illustrating the interrelationships of occupations. Have learners describe certain occupations which contribute to others.

2. Have learners role-play the work of two different occupations which are dependent on each other.

3. Have learners write compositions about interested occupations. Have learners include interrelated or dependent occupations. Ask for volunteers to share their compositions with the class.

4. Have learners make a collage illustrating the interdependency of various jobs.

LEARNING EXPERIENCE B: (Health) A

1. Ask the school nurse, doctor, or first aid person to visit the class and discuss how their job is related to others.

2. Lead class discussion on other jobs which are related to or dependent upon one another in the health field (e.g. dentist, druggist, food supplier).

Evaluation

Oral quiz. Each learner will name two occupations. For each occupation he/she will list two other occupations that contribute to the first one.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to describe or define work two different ways.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Develop the concept that there are many definitions of work. Have learners interview their parents or a friend to find out what work means to them. After the interviewing, have the class share their results in an oral exercise.

2. Set up a job interviewing situation whereby each learner gets an opportunity to play interviewer and job applicant. The interviewer should include in his/her questions why the applicant wants to work. Following the activity have the learners compare and contrast why they wanted to work.

LEARNING EXPERIENCE B: (Language Arts) A

(books of biographies)

1. Read several short biographical sketches to stimulate a discussion of the reasons people work. Following the discussion, have the learners define work in terms of why people work.

2. Have the class discuss the reasons people work by using these guides:

   The difference between work and play.
   The difference between work and a hobby.
   Work can be interesting and pleasurable.
   Life at home if parents never worked.
   Some wealthy people work.

Evaluation

Teacher-made test. Each learner will define work in two ways.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to describe one job which contributes to or is related to another job.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(films or pictures illustrating interrelatedness of various occupations, for example, "Modern Post Office" and "Behind the Scenes at the Supermarket," available from Bailey Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California; or "Cities and Shopping: Where We Get Our Food" available from McGraw-Hill Book Co., Text-Film Department, 330 West 42nd Street, New York, New York 10036; or "Robert Goes Shopping" available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60604)

1. Through the use of filmstrips or pictures, illustrate that one job may depend upon another job. After the presentation, have learners discuss and demonstrate the concept. Use classroom jobs to demonstrate the concept of interrelatedness of jobs.

2. Have learners work on committees to complete a project in social studies. Allow learners to work on those committees which interest them. Emphasize that each learner will be responsible for the work of the committee. At the completion of the project, have learners discuss how the work of one depended on that of another.

LEARNING EXPERIENCE B: (Mathematics) A

(paper, pencils, catalogs)

1. Tell learners they have $50.00 with which to buy new school clothes. They are to select the clothes from the cataloges, list the items and the cost, and total all purchases.

2. After completion, discuss with the class the usefulness of the items they chose, and whether or not they selected all needed items (did they remember to buy such items as underwear and footwear).

3. Discuss interdependence of the various workers involved in manufacturing the clothing as well as those involved in selling the clothing.

LEARNING EXPERIENCE C: (Physical Education) A

1. Set up a game activity which would include the whole class. After the game has been completed, have the learners discuss the interdependency of the activity.

2. Have the learners role-play a real life situation involving occupations which use team work to perform their tasks. Allow the class to discuss how one of the occupations depended on the other.

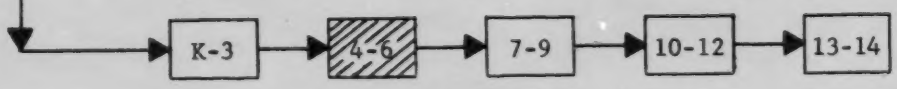
Evaluation

Oral quiz. Each learner will name one job and describe three duties and then another job that is related to the first one and describe the duties.

GRADE 5

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.



GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to list or describe ways in which work requires responsibility.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Art) A

(construction paper, scissors, stapler, magic markers, drawing paper, crayons, paints)

1. Set up classroom jobs whereby the learners can have an opportunity to perform different jobs. Give each worker a job title which relates to the duties (sanitation worker - empties the wastebasket; architect - straightens the desks and chairs). Allow learners to give self-evaluations and group evaluations. Discuss meaning of responsibility in relation to their classroom jobs.

2. If possible, invite community workers into the classroom to discuss with the learners their job responsibilities. At the conclusion of of each, have learners compare and contrast the worker's job responsibilities with their responsibilities in school.

3. Have learners display on a bulletin board job titles and their responsibilities.

LEARNING EXPERIENCE B: (Science) A

(vegetable or flower seeds, milk cartons, dirt)

1. Have class divide into small groups. Each group will be responsible for planting seeds and caring for them. Have groups decide on which members will check and water their seeds each day of the week. If desired, the growing conditions can be varied with like seeds to show the effects of sunlight, water, temperature, etc.

2. Lead a discussion on the responsibilities learners have regarding this task. Relate to responsibilities food growers have, as well as to responsibilities inherent in any job.

LEARNING EXPERIENCE C: (Language Arts) A

(blackboard, writing paper, pens)

1. Lead a discussion on the responsibilities learners have in school, e.g., being on time, completing work on time, doing neat work, being considerate to others, etc. List responsibilities on the blackboard.

2. Have learners write a paragraph on the responsibilities they have in the classroom which workers also have. Ask for volunteers to read their compositions to the class for further discussion.

Evaluation

Teacher-made test. Each learner will list three rules which workers must follow to be responsible on the job.

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GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will be able to describe or list responsibilities of the adult citizen.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Have the learners role play certain adult roles. Following the role playing, discuss the types of things one must do to enable him/her to approach these adult roles.

2. After role playing discuss responsibilities of adult citizens.

Evaluation

Teacher-made test. Each learner will list three responsibilities of an adult citizen.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Learner will be able to list or describe rewards, other than money, which are related to working.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Art) A

(pencils, drawing paper, rulers, crayons, paints)

1. Invite parents, relatives or other workers into the classroom to discuss with learners the kinds of non-monetary rewards they receive for the work they do. At the conclusion of each visit, have learners list under each job title the non-monetary rewards received by each worker.

2. Have learners choose a partner and then interview working members of the community whom they are familiar with to discover what their non-monetary rewards are for work done. Each pair should share their findings with the class for further discussion.

3. Have learners draw pictures showing how workers on the job are receiving various types of non-monetary rewards. Discuss pictures and post in the classroom.

LEARNING EXPERIENCE B: (Language Arts,) A

(puzzles, games, television)

1. Establish a reward system in the classroom to reward those learners who have completed certain academic or classroom tasks. These rewards may be activities which allow the learners to participate in puzzles, games, or a free choice of a reward activity. Learners receive these rewards only after completing their assigned task.

2. Have learners discuss the kinds of rewards they have been receiving for the things they have done in the classroom and outside the school. Emphasize they are to state non-monetary rewards (gold stars, verbal praise, free time, choice of an activity, happiness, satisfaction).

Evaluation

Teacher-made test. Each learner will list three rewards other than money received from working in Hawaii.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 5: Develop capabilities for making effective use of resources and understand relation of environment to work.

Learner Objective 1: Each learner will be able to list or describe the relationship of the environment to a particular job.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(films, filmstrips or pictures illustrating the interrelatedness of jobs and the environment, for example; a) "Citrus - The Golden Fruit," available from Haselor Pictures, 1737 N. Whitely, Hollywood, California 90028, b) "Copper - Oldest Modern Metal," available from United States Bureau of Mines, C Street, N. W., Washington, D. C. 20006, c) "Hawaii, Sugar, Fishing and Pineapple Industry," available from Visual Education Consultants, Inc., Box 52, 2066 Helena Street, Madison, Wisconsin 53701)

1. Stimulate a discussion centered around the interrelationships of the environment to occupations. Present filmstrips, movies or still pictures illustrating this relationship. Encourage learners to list specific occupations which are related to the environment.

2. Invite persons into the classroom whose occupations are interrelated with the environment. Have learners discuss interrelationships of occupations and the environment.

LEARNING EXPERIENCE B: (Science, Art) A

(paper, pens, reference books, shelving paper, paint, crayons)

1. Have learners select interested science occupations and write short compositions describing the interrelationship of the occupations with the environment. Have learners share their compositions with the class.

2. Have learners make a mural depicting the interrelationship of the environment and occupations.

LEARNING EXPERIENCE C: (Science, Art) A

(reference books, encyclopedia, paper, pens, mural paper, paint)

1. Help learners select a natural resource of Hawaii to research to determine what finished products are made from it and what occupations are involved.

2. Have learners write short compositions listing the products and occupations dependent upon the natural resource. Ask for volunteers to read their compositions to the class.

3. Lead a discussion on Hawaii's environment and how it affects occupations. Discuss occupations which are available here which may not be available on the mainland. Have learners make a mural illustrating the effect Hawaii's environment has on available occupations.

LEARNING EXPERIENCE D: (Science, Mathematics) A

(daily newspapers)

1. Have learners choose a city listed in the temperature/weather report column of the newspaper and keep a daily record of its high and low temperatures. At the end of one week have learners compute the average temperatures.

2. Discuss how the weather affects occupations in a certain area. Have learners choose an occupation they are interested in and determine if it is available in the city they chose.

Evaluation

Oral quiz. Each learner will name one job found in Hawaii and tell one way in which the environment of Hawaii affects the job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to describe ways in which participation in a group contributed to his/her understanding of the responsibilities of citizenship.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts) A

(paper, pens)

1. Develop a group activity which correlates with the social studies unit and have each learner participate in it. Following the activity, encourage each learner to express how participation in the group helped or contributed to himself/herself.

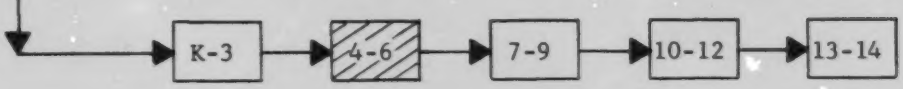
2. If possible, take movies of a group activity with all learners participating. Have the class view the movies after the activity. Have learners relate the effects their participation in the group had on them.

3. Have the learners write short compositions describing how their group participation helped them. Following the completion of the compositions, have the learners read them and discuss.

Evaluation

Teacher-made test. Each learner will name one benefit from participating in a group in helping to develop good citizenship.

GRADE 6



GRADE 6

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision making.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to describe his/her performance in each subject area.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(paper, pens)

1. Encourage learners to read the written remarks on their test papers returned to them. Allow time for them to react to the remarks.

2. Reward learners for their academic performance through verbal praise, gold stars, free activity choice, etc. Have learners give ways in which they are rewarded for their success.

3. Allot time during the week for personal conferences with learners to describe their performance to them concerning all subject areas.

4. Have learners write compositions describing what they have learned from their subject work during the day or week. They should read their compositions to the class for discussion. Encourage learners to compare and contrast their learning experiences.

LEARNING EXPERIENCE B: (Mathematics) A

(paper, pencils, pens, rulers)

1. Have each learner construct a graph and plot his/her scores to indicate progress in mathematics. Make a graph for each subject for comparison purposes.

2. Discuss with class how to predict their grades in different subject areas based on their graphs.

Evaluation

Self-evaluation, teacher observation. Each learner will predict his/her grades. Teacher will observe and record learner's capability to predict performance with accuracy.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to list or describe three personality variables about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(optional films: a) "Me, Myself, and I," and "Manners Make a Difference," available from Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 14435; b) "Good Day in the Fifth Grade," available from Long Film Slides Service, 7505 Fairmount Avenue, El Cerrito, California 94530; c) "Foundations for Occupational Planning," available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614)

1. Stimulate a talk session centered around the kinds of individuals we propose to be at various times. The learners will briefly explain what kind of persons they think they are. If available, show one of the filmstrips listed above. Following a filmstrip, have the learners delineate themselves in terms of what they saw in the filmstrip.

2. Have the learners write short compositions describing who they are. After the writing of the compositions have the learners read them to the class to compare the class's description with that of the writers' in a class discussion.

3. Have the learners in oral exercise describe themselves to the class. Have the class compare and contrast each learner's description with that of the class.

LEARNING EXPERIENCE B: (Art) A

(coat of arms outline for each learner, paint or magazines, paste, scissors)

1. Each learner will make a personal coat of arms. Give each learner a copy of the outline of a coat of arms which is divided into four sections. Learners are to fill in each section to reflect their likes, dislikes, favorite food or activity, or words with which they would like others to describe them.

2. Have each learner present and explain his/her coat of arms to the class. Display in classroom.

Evaluation

Teacher-made test, fill-in or self-evaluation rating chart. Each learner will list three of his/her personality traits.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 1: Each learner will be able to list or describe one personal strength and one personal weakness.

Each learner will be able to describe a method of strengthening a personal weakness.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education) A

1. Stimulate a discussion centered around the concept that some people are good in some things and weak in others. Have learners participate in several skill activities. Have learners tell which they are strong in and which they are weak in.

2. Lead discussion on learners' strengths and weaknesses in other subject areas. Encourage each learner to describe personal strengths or weaknesses.

3. Hold personal conferences with learners and encourage them to express their strengths and weaknesses. Help learners to develop methods of strengthening their weaknesses.

Evaluation

Oral quiz, individual conference. Each learner will describe one way of strengthening a personal weakness.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 2: Each learner will be able to list or describe two reasons for knowing one's weaknesses and strengths.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(story books, biographies)

1. Have the learners describe their performance in school as well as in outside activities. Briefly have them state their strengths and weaknesses. Encourage them to give their reasons why one should be cognizant of strengths and weaknesses.

2. Read to the class a short story or biographical sketch which is indicative of a person's strengths and weaknesses. Following the reading, have the class discuss the character and the importance of knowing one's strengths and weakness.

Evaluation

Teacher-made test. Each learner will name two values from knowing one's strengths and weaknesses.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to describe or list the steps involved in making a decision.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(newspapers, magazines, encyclopedia)

1. Encourage the learners to form a classroom club. The learners should appoint certain members as president, vice president, secretary, etc. Help the learners develop a method for making decisions in order to take a specific course of action.

2. Have the learners read sections in the newspapers and magazines about countries having military conflicts. The learners should report their findings to the class for discussion. Following the discussion, the learners will role-play a scene of the Security Council at the United Nations. The learners are to imagine they are Security Council Members attempting to make certain decisions about one of the conflicts involving two countries (Middle East).

3. Discuss decision-making procedures used by class.

LEARNING EXPERIENCE B: (Mathematics) A

(textbook)

1. Have the learners give and demonstrate their reasons for making certain decisions in computing mathematical problem-solving examples a certain way.

2. Relate to decision-making in other areas.

LEARNING EXPERIENCE C: (Science) A

1. Have the learners attempt to utilize a scientific method while performing simple experiments such as:

   a. The problem or question is stated.
   b. Possible solutions or answers are suggested.

c. Related data are gathered (reading, interviewing)
d. Tentative inferences are made or conclusions are drawn.
e. Inferences and conclusions are tested.

2. Discuss decision-making procedures.

LEARNING EXPERIENCE D: (Physical Education) A

(balls, paddles, variety of equipment)

1. Have class divide into groups of four or five. Give each group some equipment and tell them they are to make up a game and rules for it. They will then demonstrate the game to the rest of the class.

2. Lead discussion on how groups reached decisions. Discuss general decision-making steps.

Evaluation

Teacher-made test. Each learner will list the steps in making a decision.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 1: Each learner will be able to describe sequence of career development.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) E

(paper, pens, reference books)

1. Have each learner choose an occupation and write a short composition describing the steps in the movement toward that occupation. Then have learners read compositions to the class. Compare and contrast findings.

2. If possible, video tape record an interview of a worker describing steps in the movement toward his/her choosen career. Have the class view and listen to the interview. Then have the class retrace the developmental steps toward his/her career.

Evaluation

Teacher-made test. Each learner will identify steps in the development of a career.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification and goal-setting.

Learner Objective 2: Each learner will be able to list or describe two occupations in which he/she is interested.

Each learner will be able to list two occupations in which he/she has no interest.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) E

(career books or kits, for example; a) The Encyclopedia of Careers and Vocational Guidance by W. Hopke and the Concise Handbook of Occupations by J. Costello and R. Wofson, available from J. G. Ferguson Publishing Co., Chicago, Illinois; b) Career Kits (elementary) available from Careers, Inc., Largo, Florida 33540; or c) Popeye Career Awareness booklets available from King Features, 235 East 45th Street, New York, New York 10017)

1. If available, have learners complete the interest inventory "What I Like To Do," available from Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

2. Allow each learner time to read various career materials to become more familiar with the broad range of occupations of interest to them.

3. Have each learner name and describe two occupations which interest him/her and two which are not of interest. Encourage the class to express their reasons why these occupations are or are not of interest.

LEARNING EXPERIENCE B: (Social Studies) E

(3 x 5 cards, masking tape)

1. Write various job titles on 3 x 5 cards. Tape one card on back of each learner. Tell learners they are to guess their occupations by asking other learners questions which can be answered with a yes or no response. They can ask only three questions of each learner and will be given 20 minutes to determine their job title.

2. After 20 minutes have learners tape their cards on front and form groups based on their job titles. Groups may be based on such factors as: work outdoors, work with machinery, help the public. Learners should form groups with as little assistance as possible.

3. When groups are formed, discuss reasons why learners chose to be part of the group they are in. Have each learner name two of the job titles he/she is interested in and two he/she is not interested in and give reasons why. Discuss whether learners are interested in any of the other jobs in a group from which they selected one they are not interested in.

Evaluation

Oral quiz. Each learner will name two occupations in which he/she is interested and give two reasons for their interest. Each learner will name two occupations in which he/she is disinterested and give one reason for the disinterest.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 1: Each learner will be able to list or describe ways in which working relates to the way one lives.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Point out that people frequently live where a particular kind of work is found. Have learners relate incidents wherein this statement is true for them personally, for example, children of military families. Have those learners give their parents' occupations and explain how the jobs have affected their family lives.

2. Have learners invite two workers in the community who have worked in other countries to speak to the class about their work in the United States and other countries. Ask the workers to tell how their work in this country has influenced their life styles as opposed to those in other countries. Following the workers' talks, have learners discuss the effect of work on a worker's way of life.

LEARNING EXPERIENCE B: (Mathematics) A

1. Have learners assume various job titles and status (single, married, married with children). Each learner is given a certain amount of money for his/her week's work. Also, each is given a certain amount of expenses based on his/her marital status, dependents, and home. The learner is to determine how much money is remaining after expenses, and the kinds of things that will be done with the remainder.

2. Create a situation whereby learners want to purchase something (for example, a new or used car). They are paid weekly payments, some will have money in the bank and some will not. The item they want to purchase can be paid for at once or with a down payment and monthly payments. They are to decide which item they can afford or if they have to do without. Learners must remember there is to be money remaining for other expenses.

Evaluation

Teacher-made test. Each learner will relate one way in which working influences the way one lives.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to describe or list ways in which his/her attitudes relate to school performance.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) A

1. If possible, a) show the filmstrip "What Do You Expect of Others," or "Who Do You Think You Are," available from Guidance Associates, Pleasantville, New York 10570; or b) have learners read and discuss the book, Getting Along In School, available from Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

2. Allow learners to role-play teachers and pupils. Have one learner take on the role of the teacher. Have half the learners pretend they have negative attitudes at the time they are to do school work. The learner role playing the teacher gives them a mathematics exercise but finds he/she has difficulty with the class. Have the other half of the class become pupils with positive attitudes.

3. Compare and contrast the negative and positive attitude effects on school performance.

LEARNING EXPERIENCE B: (Physical Education) A

1. Have class participate in several games or activities. After each, lead a discussion on whether or not learners liked the game, whether or not they were good at the game, and how they think their attitude influenced their performance.

2. Lead a discussion on how attitudes affect performance in various subject areas. Ask learners to give examples of instances when they felt sad, happy, tired, grouchy, and tell how it affected their performance.

Evaluation

Oral quiz. Each learner will describe one of his/her attitudes and tell how this attitude affects personal achievement in school.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to list or describe ways in which his/her study habits relate to school success.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Invite seventh and eighth grades into the classroom to discuss how their study habits have helped them in their school work. Following the discussion, have the learners compare their study habits with those of the seventh and eighth graders.

2. After a test, have learners discuss what study habits they used to achieve their success on the test. Have them compare and contrast their success with the study habits.

LEARNING EXPERIENCE B: (Language Arts) A

(paper, pens. Optional filmstrip: "Developing Your Study Skills," available from Guidance Associates, Pleasantville, New York 10570)

1. If possible, present a filmstrip illustrating study habits and skills. Following the filmstrip, have the learners discuss how these study habits and skills help them in their school work.

2. Assist the learners to develop a list of study habits and skills. After a sufficient number have been formed, have the learners make individual study habits and skills charts. As on ongoing activity, have the learners refer to the chart each day and check those study habits and skills which have given them the greatest school success.

3. Periodically discuss study habits individually with learners.

Evaluation

Each learner will describe one of his/her study habits and tell how this habit affects achievement in school.

CDC

GRADE 6

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational clarification and job descriptions.

Learner Objective 1: Each learner will be able to list or describe types of workers in the communities or in the schools.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) E

(paper, pens, roll of shelving paper, crayons, paints, pencils, rulers)

1. If possible show the film, "Community Workers and Helpers," available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

2. Develop a discussion concerning the types of workers in the immediate and nearby communities. After the discussion, the learners may write compositions comparing and contrasting types of workers in the communities. Each composition should be read to the class.

3. Have learners make a mural depicting the types of workers in the immediate and nearby communities.

LEARNING EXPERIENCE B: (Social Studies, Art) E

(cardboard, magazines, scissors, paint, crayons)

1. Develop a discussion with the question, "Who are the workers in our school?" Have learners give job titles and descriptions of the types of workers in the school. Should the discussion prove the learners lack knowledge of some workers and their functions, invite those unfamiliar workers into the classroom to discuss their roles as a school worker.

2. Have the learners make collages illustrating the types of workers in the school.

LEARNING EXPERIENCE C: (Language Arts) A

(newspapers, telephone books, reference books, Dictionary of Occupational Titles, available from United States Government Printing Office, Washington, D. C. 20402)

1. Assign learners to cut out clippings from the newspaper of various kinds of occupations. The teacher should have nine different pieces of colored construction paper ready to use. The Dictionary of Occupational Titles could be used to list the nine different occupational categories; Professional, Managerials, and Technical; Processing; Clerical; Service; Structural Work Occupations; Agriculture, Fishing, Forestry, etc., Machine Trade Occupations; Bench Work Occupations; and Miscellaneous. After the learners decide in which categories the clippings are to be used, have them paste the clippings on the correct nine posters which can be displayed in the classroom.

2. Explain briefly what is included and meant by each of the groups listed in the Dictionary of Occupational Titles. Using each category as a basis for developing job families, the class may divide into committees. The committees may include occupations which are found locally as well as those outside of the immediate community. Also, occupations which are atypical as well as typical should be considered. As a basis for determining which occupations should be included the committees may utilize the yellow pages of the telephone directory; reference materials from the library; newspapers; and interviews with workers. A career booklet of job families may be compiled as a result of the findings from each committee. Characteristics common to the jobs which are included should be described for each job family groupings.

3. Have the learners indicate which job category they desire studying, then group them into nine committees. Allow twelve minutes per week for each committee to present its information. The class may be encouraged to bring other clippings or related information to this particular category which could be included on the poster.

Evaluation

Teacher-made test. Each learner will list three types of work found in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.

Learning Experiences

LEARNING EXPERIENCE A: (Health, Art) A

(string, wire or coat hangers, construction paper, drawing paper, pencils, crayons, paint)

1. Invite the school doctor and nurse into the classroom to discuss how they work to promote good health habits for the learners. Have learners discuss the importance of these workers to the school.

2. Have the custodial staff speak to the learners about how they work to keep the building sanitary to prevent health hazards. Learners should discuss the significance of this group to their health.

3. Have learners construct mobiles illustrating various school workers. Or, have learners draw pictures depicting the functions of various types of workers in the school.

Evaluation

Teacher-made test. Each learner will name one occupation and describe the way in which the occupation affects the youth in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(encyclopedia, textbooks, almanac, newspapers, magazines)

1. Have class divide into eight committees to explore the contributions which certain occupations have made to the improvement of society. They may read textbooks and supplementary books, view filmstrips, interview people in the community, write letters to get information from the local chamber of commerce, state capital....

2. Each committee will give a summary of their findings to the entire class for further discussion.

3. If possible, invite selected persons into the classroom to discuss the contributions of their occupations to the improvement of society.

LEARNING EXPERIENCE B: (Health) A

(writing paper, pens, reference books)

1. Have learners simulate the non-existance of particular health occupations and discuss the effects this would have on society. Guide the discussion to enable the class to state some of the contributions these occupations have made to the improvement of society.

2. Have each learner select one health occupation and write a composition describing the contribution it has made to the improvement of society. Have learners read their compositons to the class.

LEARNING EXPERIENCE C: (Science) A

(reference books, paper, pens)

1. List on the blackboard a variety of science occupations. Have each learner select one occupation to research and write a short composition on describing the contribution it has made to the improvement of society.

2. Have learners read their compositions to the class for further discussion.

LEARNING EXPERIENCE D: (Art) A

(construction paper, drawing paper, scissors, magazines, crayons, paint, paste)

1. Have learners divide into small groups and choose an occupation in which they are interested. Each group will determine through research, the contributions made to society by the occupation.

2. Have each group present their findings to the entire class. Have each group make a mural or collage illustrating their occupation and its contributions to society.

Evaluation

Oral quiz. Each learner will name one occupation and describe one way in which it contributes to the improvement of Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of the country.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(encyclopedia, textbooks)

1. Have the learners discuss how they think the President contributes to the economic growth of our country. List suggestions in a place for later reference.

2. After the brief discussion, assign certain learners to use reference books to find out the facts. Learners are to report their results to the class. The class should compare the findings of the search with the previous list of presidential contributions through discussion.

LEARNING EXPERIENCE B: (Science) A

(envelopes, stamps, pens, paper, encyclopedia, construction paper, pins, staples, staple machine, magic marker, crayons, paints)

1. Have the learners write letters to the Atomic Energy Commission requesting information concerning its contributions to the economic good of the nation. The learners should share their information with the class for discussion.

2. Have the learners do research to find out how the National Aeronautics and Space Administration makes economic contributions to our country. The learners should report their results to the class and display them on a bulletin board.

Evaluation

Teacher-made test. Each learner will list at least three ways in which workers contribute to the economy of Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 3: Each learner will be able to describe or participate in a task which contributes to classroom goals.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(writing paper, pens)

1. Help learners establish certain classroom rules. Encourage them to give their reasons for wanting certain rules implemented. Have the learners express their methods in carrying out these rules.

2. Have the learners write compositions describing classroom rules and how they are affected by these rules. Have each learner share his/her composition with the class for discussion.

Evaluation

Observation. Teacher will observe and record the participation of each learner in a task contributing to the classroom goals in a one-week time interval.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Each learner will be able to list three occupations which have been developed within his/her lifetime.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Art) E

(encyclopedia, textbooks, pamphlets, magazines, scissors, paste, drawing paper, paint)

1. Have the class do a research project to find out those occupations which have been developed within the past eleven years in the United States. Divide the class into groups to complete the project. Have the learners read textbooks and supplementary books, view filmstrips, interview people in the community, or write letters to get information from chambers of commerce, state capitals, the Department of Labor, etc. Have each group give a report of its findings to the class.

2. Invite a representative from the local employment office into the classroom to speak with the class about occupations which have been developed within the past eleven years.

3. Have learners make a mural depicting new occupations.

LEARNING EXPERIENCE B: (Science) E

(envelopes, stamps, paper, pens)

1. Have the class write letters to local and national science organizations and agencies to get information concerning science occupations which have been developed within the past eleven years.

2. Have the learners share findings with the class.

Evaluation

Teacher-made test. Each learner will list three occupations which developed during his/her lifetime.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 2: Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(newspapers, paper, pens)

1. Have learners read newspapers to find articles concerning persons whose occupations fulfill needs of society. They should compile reports of these occupations and share them with the class for discussion.

2. Have each learner select an interested occupation and write a short composition describing how that occupation fulfills a need of society. Ask learners to share their compositions with the class.

LEARNING EXPERIENCE B: (Health, Science) A

(paper, pens)

1. Invite school medical personnel or representatives from the local health department into the classroom to discuss occupations in the health and science fields which fulfill needs of society.

2. Following these visits, have the class write compositions about the occupations mentioned by the speakers. Learners should share their compositions with the class.

LEARNING EXPERIENCE C: (Mathematics) A

(paper, pens, blank deposit slips, checks, statements from a bank)

1. If possible, show the film, "Fred Meets A Bank," available from Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

2. Invite a bank worker to come to the classroom and discuss the workers (and their job duties) in a bank. Lead a class discussion on bank personnel and their duties.

3. Set up a teller window in the classroom and have learners take turns being the teller, depositing money to a checking or savings account, writing checks, computing the balance in their accounts.

4. Discuss the need for bank workers and how their jobs assist people.

Evaluation

Oral quiz. Each learner will name one occupation and tell how the occupation has contributed to the well-being of people living in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to list factors necessary for job success.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Develop a discussion based on world leaders and how they maintain their leadership. Guide the discussion in such a way the learners will state such qualities, as getting along with others, punctuality, responsibility, and dependability.

2. Invite employers from various establishments into the classroom to discuss the kinds of qualities workers should bring to the job. Have them to emphasize in their discussions dependability, responsibility, getting along with other workers, and punctuality. The learners should discuss how these qualities relate to their school and classroom jobs. Also, they should discuss to what extent do they utilize these qualities as sixth graders.

LEARNING EXPERIENCE B: (Language Arts) A

(paper, pens)

1. Have the learners discuss the kinds of qualities one needs to bring to the job to gain success. The learners should relate these qualities to their own school or classroom jobs in terms of effectiveness.

2. Have the learners write compositions describing ways in which workers have success on the job. After the learners have written their compositions, have them read their compositions to the class for discussion.

Evaluation

Teacher-made test. Each learner will name three factors which are necessary for success in any job. The list will include factors such as reliability, honesty, cooperation.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to describe or list the educational needs related to a specific occupation.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics, Health) A

(career-related books dealing with math and health occupations, encyclopedias)

1. Aid learners in listing mathematics and health-related occupations on the blackboard. Assign learners to investigate the educational requirements of one of the occupations listed. They may gather their information through reading career-related books. Have learners share their findings with the rest of the class.

2. If possible, take the class on a field trip to the local employment office and speak with representatives about educational requirements for specific occupations.

3. Have the class compare and contrast the educational requirements of various jobs.

LEARNING EXPERIENCE B: (Art, Music) A

(career-related books dealing with art and music occupations, for example Career Opportunities in Music, available from American Music Conference, 332 South Michigan Avenue, Chicago, Illinois 60604, or The Wonderful World of Music by B. Britten and I. Holst, available from Doubleday and Company, Garden City, New York 10003)

1. Display a variety of books on careers in the art and music fields. Encourage learners to choose an occupation and read books related to that occupation.

2. Have learners prepare book reports describing the educational requirements for the occupation and share with the class.

Evaluation

Teacher-made test, multiple choice or matching. Each learner will identify the education and training needed to acquire designated jobs found in Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 2: Each learner will be able to describe the content and sequence of education necessary for a specific occupation.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Have each learner choose a specific occupation and interview a person in the community who has that occupation to find out the types and sequence of education necessary to acquire the position. The learner can report findings to the class and compare with other learners.

2. Have selected learners invite their parents to visit the classroom to discuss their education and its sequence which enable them to qualify for their occupations. The class may compare and contrast the education with the occupations in an oral discussion.

LEARNING EXPERIENCE B: (Art) A

(construction paper, magazines, scissors, paint, reference materials, for example, a) Concise Handbook of Occupations, available from Ferguson Publishing Company, Chicago, Illinois; b) Careers Kits (elementary) Careers, Inc., Largo, Florida; c) Widening Occupational Roles Kit, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611)

1. Have the class read reference materials to find out the content and sequence of education necessary for a specific occupation. The learners may report their findings to the class for comparison.

2. Have the class make a bulletin board with the theme, "Careers and Required Education." The learners should draw or collect pictures from newspapers and magazines of occupations or write paragraphs of the educational sequence necessary for each occupation.

Evaluation

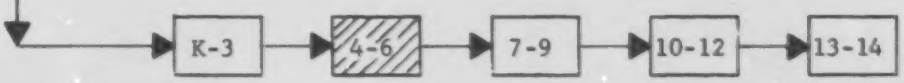
Teacher-made test, multiple choice or matching. Each learner will identify sequence of education and training to acquire designated jobs found in Hawaii.

CDC

GRADE 6

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.



GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(3" x 5" cards, magic marker)

1. Divide the class into small groups to play the "Alphabet Game". Each group will give a name of a country which begins with the letters of the alphabet beginning with the letter "A". For each correct naming of a country related to the letter of the alphabet, the group will receive five points. The group with the highest score wins the game. After the game has been completed, have each learner express how the group made him/her feel or contributed to personal feelings of worth.

2. Review a social studies unit by having the class play the game called, "Question Box." Formulate various questions related to the social studies unit studied and place them into a box. Then divide the class into four or five groups. Each group will take turns drawing a question from the box. The learners of each group will decide on the best answer for the question. Each group will receive five points for each correct answer and a bonus question when a score of twenty-five is received. The group with the highest score at the conclusion of the game wins. After the game has been completed, have each learner describe how the group made him/her feel about himself/herself or contributed to personal feelings of worth during participation in the group.

LEARNING EXPERIENCE B: (Physical Education) A

1. Divide learners into groups for the purpose of playing several skill activities. Have skillful and not so skillful learners in the same group. Have learners perform such activities that each learner will do well in at least one.

2. Lead discussion on how learners felt participating in the various activities. Discuss how each learner thought he/she may have made someone else feel during the activities.

Evaluation

Oral quiz. Each learner will describe one way in which participating in a group contributes to a person's feelings of worth.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to describe the role of one significant adult.

Learning Experience

LEARNING EXPERIENCE A: (Language Arts) A

1. Have each learner choose an interested adult model and describe that individual to the class. Have the learner compare his/her characteristics with those of the adult, and express the kinds of things to do to become an adult.

2. Have the learners take on various adult roles and dramatize several hypothetical situations. After the activity, have each learner describe how he/she might move toward an adult role.

Evaluation

Oral quiz. Each learner will describe the role of a significant adult.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 3: Develop understanding of cooperation.

Learner Objective 1: Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(movies, filmstrips, or pictures illustrating workers cooperating; for example, "The Factory: How a Product Is Made," available from Film Associates, 11014 Santa Monica Boulevard, Los Angeles, California 90045)

1. Develop a brief discussion about the significance of workers performing their jobs cooperatively in order to produce a product or provide a service. Present a movie, filmstrip, or pictures illustrating this concept. Following the presentation, have the class describe various situations they are familiar with where workers must cooperate.

2. Have learners role-play situations which require cooperation among workers to produce a product or provide a service.

LEARNING EXPERIENCE B: (Science, Health, Art) E

(books dealing with science or health occupations, paper, paint)

1. Have the class read books on science or health-related occupations. Have learners write book reports and draw an illustration to share with the class for comparison purposes.

2. Have each learner list on the blackboard two workers (other than those he/she wrote about) who cooperate to produce a product or provide a service.

Evaluation

Oral quiz. Each learner will list two workers who cooperate to produce a product or provide a service.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 4: Develop understanding of community workers.

Learner Objective 1: Each learner will be able to list or describe two occupations which contribute to other occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(encyclopedia, textbooks, optional films: a) "Cotton In Today's World," available from Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601; b) "Economic Interdependence of People," available from Western Publishing Education, 1220 Mound Avenue, Racine, Wisconsin 53404; c) "Interdependence of People: Regional Division of Labor", available from Western Publishing Education, 1220 Mound Avenue, Racine, Wisconsin 53404; d) "Specialization and the Resulting Interdependence of People: Occupational Division of Labor", available from Western Publishing Education, 1220 Mount Avenue, Racine, Wisconsin 53404)

1. Develop a brief discussion based on the concept that man lives in an interdependent world. Then present filmstrips, movies, or pictures illustrating portions of interdependency among occupations.

2. Following the presentations, have the learners identify occupations and describe why they are interrelated.

3. Divide the class into small groups. Have each select a product that is partially produced in a foreign country and completed in the United States or conversely, production of a product is initiated in the United States and completed in a foreign country (wheat is shipped from the United States to Russia to be changed into food products; wood pulp developed into newsprints and shipped from Canada to the United States to be used as newspaper.) The group should determine the types of occupations which were used in the development of the finished product through their reading of textbooks and supplementary books. Each group may give a summary to the class.

LEARNING EXPERIENCE B: (Art) A

(drawing paper and paint or magazines, construction paper and scissors)

1. Have each learner interview a parent, relative or friend to find out if and how their occupation depends on or contributes to one or more other occupations.

2. Have learners make a drawing or collage illustrating the interrelationship of the occupations to share with the class for further discussion.

Evaluation

Each learner will name two occupations. For each occupation, he/she will list two other occupations that contribute to the first one.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to describe or define work in two different ways.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Have the class play a game in which they find reasons why people work. The game may start by the teacher saying, "People work for money." When each learner's turn arrives, he/she repeats everything that has been said before his/her turn, in the proper sequence, and adds his/her own reason to the list. If a learner repeats a reason already stated, have the class start the game over again.

2. To find out reasons why their parents work, have the learners conduct interviews of them. Have the class compare and share their findings.

LEARNING EXPERIENCE B: (Language Arts) A

(paper, pens)

1. Begin a brief discussion with the concept that people work for many different reasons. Have the learners state their reasons for wanting to do certain classroom or school jobs. Continue the discussion with the question, "Why do you think other people work?"

2. If possible, show one of the following films: a) "The Meaning of Work," available from Popular Science Audio Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640; or b) "Why Do People Work," available from Visual Education Consultants, 2066 Helena Street, Madison, Wisconsin 53701.

Evaluation

Teacher-made test. Each learner will define work two ways.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to describe one job which contributes to or is related to another job.

Learning Experiences

LEARNING EXPERIENCE A: (Art) E

(drawing paper, paint, transparencies, or pictures illustrating interdependence of various jobs, for example, "Interdependence of People," and "Specialization and the Resulting Interdependence of Labor," available from Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404)

1. Develop a discussion centered around the concept that many jobs depend on other jobs. Show transparencies or pictures illustrating this concept. Have class describe jobs they are familiar with which are contributors to other jobs.

2. Have learners draw pictures illustrating the interdependency of two or more jobs.

3. If possible, take learners on a field trip to a local industry. Have learners give special attention to the dependency of one job on another. Following the trip, have class name and discuss those jobs which depend on other jobs.

LEARNING EXPERIENCE B: (Language Arts) A

(various books illustrating the interdependency of jobs, paper, pens)

1. Have class read various books to develop the concept of job interdependency. Have each learner write a book report and present it to the class.

2. Have learners select a job of interest to them and write a composition describing how the job depends on or contributes to other jobs. Have learners share their compositions with the class for further discussion.

LEARNING EXPERIENCE C: Language Arts) E

(ditto masters, duplicating machine, paper)

1. Invite someone from the Honolulu Star Bulletin or Advertiser to visit the classroom and discuss the various jobs involved in producing a newspaper. If possible show the film, "A Newspaper Serves Its Community," available from Film Associates of California, 11559 Santa Monica Boulevard, Los Angeles, California 90025.

2. Have learners prepare a class newspaper. This can be a one issue newspaper or a continuous activity. Have learners choose the job they want to perform. Some of the necessary jobs are: reporters, writers, illustrators, editors, printers, and distributors.

3. Lead a discussion on the interrelatedness of all jobs necessary to print a newspaper. Ask learners to give examples of other occupations they are familiar with which are dependent upon or contribute to one or more other occupations.

Evaluation

Oral quiz. Each learner will name one job and describe its duties and then name another job that is related to the first one and describe its duties.

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CDC

GRADE 6

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsiaility at work and in the community.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to list or describe ways in which work requires responsibility.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Establish classroom jobs whereby the learners can have an opportunity to perform different jobs. Give each worker a job title which relates to his/her duties (sanitation worker - empties the wastebasket; architect - straightens the desks and chairs). Allow learners to give self-evaluations and group evaluations.

2. Discuss how responsibility is involved in the classroom jobs and then relate to responsibilities involved in jobs in general.

LEARNING EXPERIENCE B: (Science) A

(vegetable and flower seeds, milk cartons, dirt)

1. Divide class into groups. Each group will be responsible for planting a certain type of seed and caring for it. Have groups decide which members will check and water their seeds each day of the week. If desired, the growing conditions can be varied with like seeds to show the effects of sunlight, water, and temperature.

2. Lead a discussion on the responsibilities learners have regarding this task. Relate discussion to responsibilities food growers have, as well as responsibilities inherent in any job.

Evaluation

Teacher-made test. Each learner will write three rules which must be followed for workers to be responsible on the job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Learner will be able to list or describe rewards other than money, which are related to working.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Art) A

1. Invite working persons (include various school personnel) to come into the classroom to talk about their jobs with the learners. Encourage the workers to talk about their activities on the job which give them satisfaction aside from money. After each visit, have the learners discuss the types of rewards received.

2. Have learners interview their parents or working friends to find out the non-monetary rewards they receive while performing their jobs. Following the interviews, learners should illustrate and share their results with the class for discussion.

LEARNING EXPERIENCE B: (Language Arts) A

(puzzles, games)

1. Set up a reward system in the classroom to reward those learners who have completed certain academic or classroom tasks. These rewards may be activities which allow the learners to participate in puzzles, games, listening stations, T.V. programs, or a free choice of a reward activity. The learners receive these rewards only after completing their assigned tasks.

2. Have the learners discuss the kinds of awards in which they have received for performing certain tasks in the classroom and outside the school. Stress that non-monetary rewards are to be stated (gold stars, verbal praise, free time, choice of an activity, happiness, satisfaction, etc.)

Evaluation

Teacher-made test. Each learner will name three rewards other than money from working in Hawaii.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 5: Develop capabilities for making effective use of resources and understand relation of environment to work.

Learner Objective 1: Each learner will be able to list or describe the relationship of the environment to a particular job.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(filmstrip, movies, pictures, illustrating the interrelationship of occupations with the environment, for example: a) "America: People, Products and Resources," available from Troll Associates, East 64 Midland Avenue, Paramus, New Jersey 07652; b) "The Orange Grower," available from Encyclopedia Britannica Educational Films, Inc., 425 N. Michigan Avenue, Chicago, Illinois 60611; c) "Industrial Canada," and "Life in an Oasis (North Africa)", available from Coronet Instructional Films, 65 E. South Water Street, Chicago, Illinois 60601, paper, pens)

1. Develop a brief discussion based on the relationship between occupations and the environment. Present movies, transparencies or pictures illustrating this concept. Have the class discuss the relationships between particular occupations and the environment as seen in the presentation.

2. Review social studies units studied during the year which showed a relationship between work and the environment.

3. Have learners choose occupations in which they are interested and write compositions describing the relationship between these occupations and the environment.

LEARNING EXPERIENCE B: (Science) A

(encyclopedia, textbooks, reference books, optional film: "What Ecologists Do," available from Centron Educational Films, Lawrence, Kansas)

1. Have the class select science occupations found in Hawaii and investigate the relationship between the occupations and the environment. Have learners report their findings to the class.

2. If possible, show the film listed above. Discuss the relation of this career to Hawaii.

LEARNING EXPERIENCE C: (Science, Art) A

(reference books, encyclopedia, paper, pens, mural paper, paint)

1. Help learners select a natural resource of Hawaii to research to determine what finished products are made from it and what occupations are involved.

2. Have learners write short compositions listing the products and occupations dependent upon the natural resource they chose. Ask for volunteers to read their compositions to the class.

3. Lead a discussion on Hawaii's environment and how it affects occupations. Discuss occupations which are available here which may not be available on the mainland. Have learners make a mural illustrating the effect Hawaii's environment has on available occupations.

Evaluation

Oral quiz. Each learner will name one job found in Hawaii and tell one way in which the environment affects the job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to describe ways in which participation in a group contributes to his/her understanding of the responsibilities of citizenship.

Learning Experiences

LEARNING EXPERIENCE A: (Health) E

(paper, pens)

1. Assign a group activity centered around a health unit which involves the whole class. Following the group activity, have each learner describe how participation in the group helped him/her.

2. Have the learners write a short composition describing their participation in a group (school-related or outside of school) and how that participation helped them. Have learners read their compositions to the class.

3. Discuss citizenship responsibilities and how group participation relates to them.

Evaluation

Teacher-made test. Each learner will name one benefit from participating in a group in helping to develop good citizenship.

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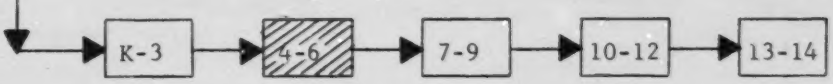
PART III

REPORT OF PROJECT DEVELOPMENT

This part of the guide presents a description of the systems approach which was used in planning and administering this project. The design for the systems model was formulated apart from the project operation.



PART III

REPORT OF PROJECT DEVELOPMENT

The Hawaii Career Development Continuum Project was initiated in April, 1972 in response to a recognized need for a statewide conceptual framework with implementing guidelines for a comprehensive program of vocational guidance and career development. The project mission was the design of a conceptual framework for a career development continuum from Kindergarten through Grade 14, and the production of curriculum guides for four grade levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10-12. It is recognized that the omission of the career development curriculum guide for Grades 13 and 14 constitutes a major gap in the total system design for delivery of career development experiences which meet the needs of children and youth in the State Until a curriculum guide in career development for Grades 13 and 14 is completed, the conceptual model of the career development continuum cannot be implemented completely.

A systems approach was implemented in planning and conducting the Hawaii Career Development Continuum Project. It was intended that by using a systematic approach in conducting the Project the result would be the accomplishment of goals to meet the needs of the learners and the community by making the best possible utilization of available resources at the most desirable cost-benefit ratios. It also was intended that the systems approach in conducting the Project would result in a unified whole for delivery of career development to Hawaii's schools. The delivery system incorporates teacher training, counselor preparation, administrator training, materials development, and a curriculum.

Implementation of the systems approach for planning and conducting the Hawaii Career Development Continuum Project was accomplished by adapting the generalized systems model which was developed by Ryan in 1965 and subsequently used by Ryan in connection with development of models for vocational education, counseling and guidance, and corrections. Ryan's generalized model is explained in detail in a number of publications, including the following:

Systems design in the development of counseling and guidance programs. Personnel and Guidance Journal, 1970, 49, 39-45. (With R. E. Hosford)

Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.

Organization and administration of guidance services. Danville, Illinois: Interstate Printers and Publishers, 1972. (With F. R. Zeran)

Implementation of the generalized model involved a seven step process:

1. Analysis of the existing situation;
2. Establishment of a philosophy;

3. Assessment of needs;

4. Definition of goals, subgoals, and objectives;

5. Formulation of a plan;

6. Production and implementation of curriculum guides;

7. Evaluation of process and products.

A flowchart model showing the sequence and relationships of the seven steps implemented in conducting the Hawaii Career Development Continuum Project is given in Figure 5.

ANALYZE REAL LIFE ENVIRONMENT (1.0)

Inspection of Figure 5 reveals that the first step taken was the analysis of the real life situation. Action on the Hawaii Career Development Continuum Project was initiated April 26, 1972. The first of May all project resources were directed to making an analysis of the existing situation. This involved identifying the setting, determining the nature of existing program and related training activities, and identifying the characteristics of the target population. It was deemed essential to determine at the onset personnel and programs related to career development in the schools and the community; to determine the status and projections for the comprehensive guidance program plan; and to describe the needs and characteristics of the learner population. This was accomplished by gathering information from school personnel, teacher-counselor-administrator, training personnel, community groups, employer/labor organizations, parents, and learners. The result of this analysis was a definition of the existing situation in Hawaii, so a system of delivery of career development services could be built upon and integrated with programs already in operation.

The analysis revealed strengths and weaknesses. It was found that guidance in the schools of Hawaii had been a matter of concern for several decades. The State Department of Education and the State and Territorial Legislatures had focused attention on the guidance program and counseling services over the years in an effort to achieve continuing improvement, to better meet the needs of the children and youth, and to contribute to the social well-being of the state.

The 1970 Annual Report of Program of Guidance, Counseling, and Testing in the State of Hawaii documented the lack of a statewide conceptual framework for guidance and pointed to areas of weakness in counseling services. The Program Planning and Budgeting System evaluation of guidance showed major emphasis in counseling was being placed on individual counseling at the cost of failure to reach all learners. Little counseling time was being devoted to liaison with agencies, consultative

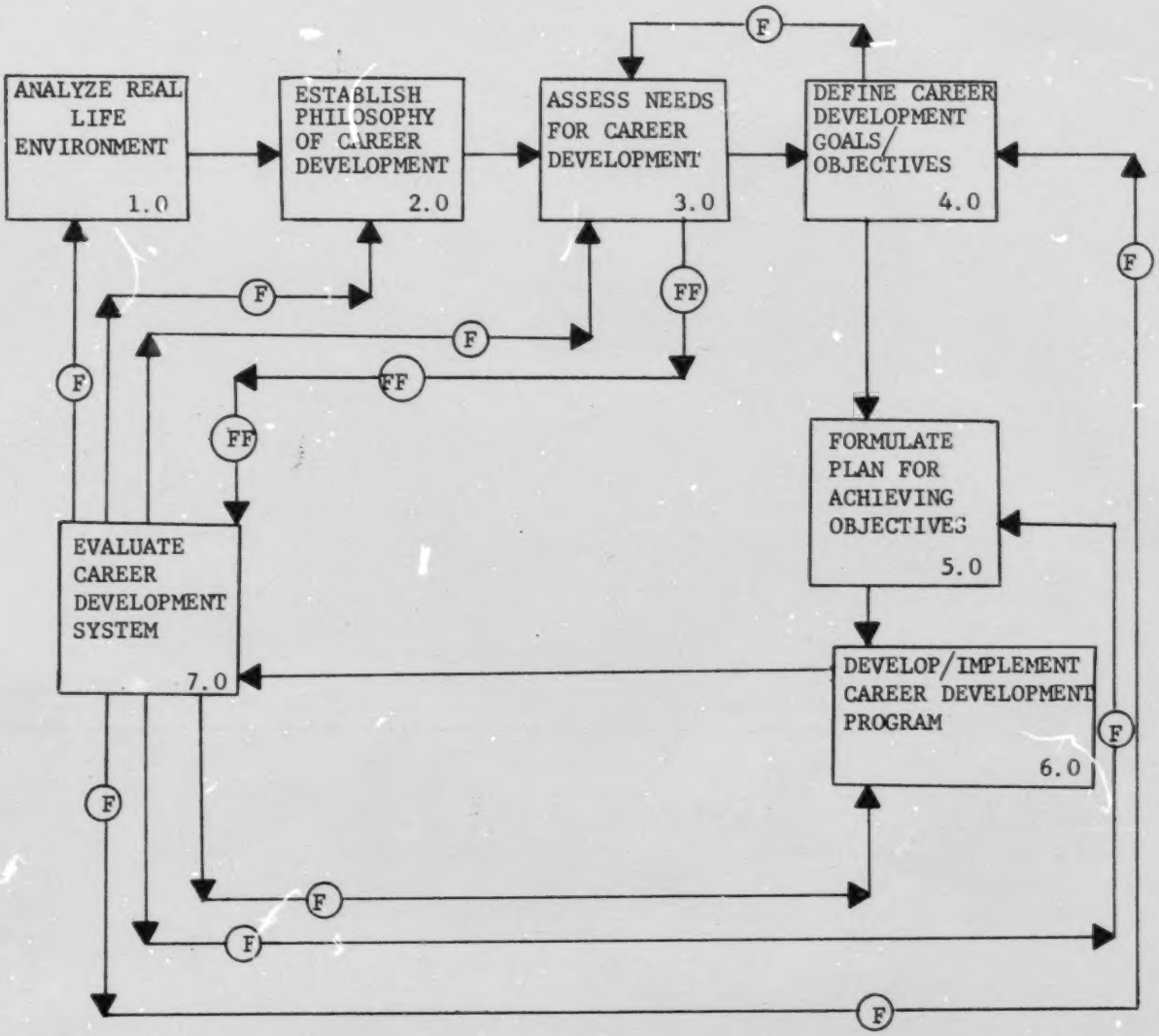


Figure 5
System for Conducting
Hawaii Career Development Continuum Project*

*Adapted from generalized system model developed by T. A. Ryan. For more complete description of the model, see Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.

work with instructional personnel, group work with learners to help them in self-concept development, and educational and vocational decision-making.

A 1971 Hawaii State Counselors Association survey revealed that much of the school time of the certified counselors was being used in activities other than counseling, consulting, and coordination. The Intermediate Task Force of the Youth Services Committee of the Mental Health Association reported in June, 1971 that (1) the description of the role and function of counselor varied from state to district to school level, and also varied from school to school; (2) the referral system was inadequate; (3) counselor knowledge of community agencies was uneven; and (4) counselors were devoting unequitable amounts of time to non-counseling related clerical duties. In May, 1972, in testimony regarding program planning and budgeting recommendations for guidance and counseling, the Superintendent of the Department of Education noted the need to develop a statewide guidance program in educational/career development.

Analysis of the situation revealed lack of a strong articulation across grade levels, and integration across disciplines was not complete. The training and preparation of teachers, administrators, and counselors were not completely related to the school situation and program activities. The Program Planning and Budget System Evaluation revealed that instruction and dissemination of educational and vocational information were not adequate to reach all learners. It was found that only 16 percent of the intermediate schools and 26 percent of the high schools regularly provided units on the world of work in the curriculum. Only 6 percent of the intermediate schools and 10 percent of the high schools regularly included visitations to observe work situations. None of the intermediate schools and only 13 percent of the high schools regularly had parent participation in educational/career conferences. In the intermediate schools, only 3 percent provided regular instruction on admissions, financial aid, and employment. None of the intermediate schools regularly scheduled career conferences.

The analysis revealed a lack of complete coordination of services related to orientation, to educational and occupational requirements and opportunities, despite the stipulation in the Hawaii Foundation Program for a coordinated and complete program in these areas. It was found that instruction, guidance, and administrative functions in the schools were not totally integrated.

The initial analysis revealed that all learners in the state were not being equipped with the knowledge, skills, and attitudes required for maintaining healthy social relationships, achieving self-realization, implementing civic responsibilities, and becoming economically efficient. Not all learners were developing the communication, interpersonal relationship, decision-making, occupational and problem-solving skills needed for achieving satisfying and productive social and economic life roles.

The analysis revealed strengths as well as weaknesses. It was found that efforts were being made which coincided with or were compatible with career development. A world of work vocational guidance program in junior high schools was being offered. Guidance units in secondary schools were being included, usually in vocational-technical courses. Elective or required courses in guidance were being included in the secondary curriculum in some schools. Curriculum guidelines were developed for upper elementary and intermediate grades. Two resolutions passed in 1972, H.R. 97 and H. C. R. 16, recognized the need for a comprehensive counseling and guidance program which would include vocational-technical counseling and occupational-college guidance. A comprehensive guidance program for the state was being developed by the Task Force on Guidance and Counseling.

The analysis resulted in identifying many bits and pieces of career development being implemented in programs of elementary and secondary schools. The major problem was a lack of coordination. The need was for articulation across levels and integration across areas. This analysis of the existing situation constituted the first step in implementing a systems approach to conducting the Hawaii Career Development Continuum Project, and provided the basis for designing a conceptual model with implementing guides which would build on the strengths of the existing system and at the same time overcome weaknesses or bridge gaps inherent in the operation.

ESTABLISH PHILOSOPHY (2.0)

The flowchart model in Figure 5 shows the second step of the Project was the establishment of a philosophy. This resulted in the rationale which is presented in Chapter II. The essence of the philosophy is expressed in a set of basic assumptions about the learner, the nature of career development, effective interventions to achieve career development, and the environment in which career development is realized. These assumptions are:

Every individual has the right to develop to the maximum his/her capacity for considered risk-taking.

Every individual has the right to clarify and refine his/her knowledge about self and his/her aspirations through planned assessment and evaluation.

Every individual has the right to gain a clear understanding of careers, have an opportunity to explore career options, and be prepared for career implementation.

Every individual has the right for participation in various skill activities before making decisions concerning specific skill area.

Every individual has the right to develop a clear understanding of the relationship between the educational process and career development.

Career development is a process of individual growth to vocational maturity and self-identity.

Career development is an ongoing process from infancy through maturity.

Career development is subject to modification to facilitate the development of self- and career-identity.

Career development is implemented through career awareness, career exploration and goal-setting, skill preparation, placement, and follow-up.

Career development is concerned with self, civic, social, and economic development.

Effective interventions focus on interaction of academic and vocational education, guidance and work experience.

Effective interventions include inputs from learners, school personnel, parents, community groups, labor, industry, and business.

Effective interventions provide activities according to the individual's developmental level.

Effective interventions provide an opportunity to articulate facets of particular jobs and to expand this knowledge to other careers.

Effective interventions provide an opportunity for participation in group learning and guidance.

Effective interventions are part of a total curriculum which is totally articulated and integrated, laterally across school and community, involving all department, and vertically from pre-school through adult education.

Preparation for work is a major objective of education.

Rapid technological and social change will continue to make it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

ASSESS NEEDS (3.0)

The third step (See Figure 5) in the systems approach to operation of the Hawaii Career Development Continuum Project consisted of a needs assessment.

Any program must be developed to meet existing needs. It was essential to determine what was needed in order to make the ideal career development program become a reality. The needs assessment was made by processing information from students, school personnel, parents, and community groups to determine the extent to which beliefs expressed in the philosophy were being implemented in the existing program of activities.

This was accomplished by comparing the existing situation, depicted in the analysis of the real life environment (1.0) with the ideal situation, as conceptualized by the set of beliefs or assumptions establishing the basic frame of reference or philosophy of career development (2.0). When this comparison of real against ideal was made for Hawaii, a set of needs emerged.

The needs assessment revealed gaps in the existing vocational guidance, vocational-technical education, and academic areas. There was a lack of clear definition of the counselor role. There was a lack of a systematic structure relating administration, instruction, and guidance to produce career development for all children and youth in the state. Guidance was not geared to total person development. The system of education in Hawaii was not tightly interrelated across disciplines. The articulation from level to level was not adequate. Learning activities were not adapted to developmental levels of all learners. The resources of school and community were not directed in a systematic fashion toward achievement of career development goals. The selection of goals, analysis of goals to establish priorities, and selection of the most efficient and acceptable strategies for achieving career development goals were not being done systematically. There was a lack of a planned program to integrate and combine elements of self-appraisal, self-understanding, educational planning, academic preparation for work, attitudes toward work, and occupational exploration.

The Hawaii Foundation program for the public schools of the state mandates that each school shall provide academic and occupational orientation activities. This ideal was not being realized in all the schools. The counseling services were constrained by lack of a comprehensive plan for career development, lack of supportive instructional programs in career development, and inadequate professional preparation and experience.

DEFINE GOALS (4.0)

The fourth step (See Figure 5) in the systems approach to the Hawaii Career Development Continuum Project was the definition of goals. The definition of the goals was accomplished by looking at needs, and deciding what must be accomplished to satisfy the assessed needs. Goals were defined to reflect desired outcomes in terms of both program and individual. These broadly defined goals were translated to subgoals and objectives.

In the Hawaii Career Development Continuum Project, two sets of goals and objectives were defined. The program goals were expressed in terms of the project purpose, with implementing objectives. The product goals were defined in terms of expected outcomes for the individuals in grades K through 14 who will experience the career development interventions.

Project goals

The program goals were defined by two major purposes with implementing objectives.

Purpose 1: Design of conceptual model for a career development continuum, K-14.

Objective 1. To assess present status and practices relating to career development and vocational guidance, K-14, in Hawaii public schools.

Objective 2. To review and study latest developments and trends in vocational guidance and determination of applicability of these elements to the Hawaii model.

Objective 3. To study the existing organizational structure for vocational guidance and related practices to determine appropriateness for inclusion in the Hawaii conceptual model.

Objective 4. To evaluate the foundation program in terms of the approach to vocational guidance and career development.

Objective 5. To identify elements and relationships which combine to create a career development, K-14, continuum.

Objective 6. To synthesize elements into a statewide, systematic career development model.

Purpose 2: Production of implementation guides for career development, K-14

Objective 1. To identify existing curriculum guides and multi-media approaches to career development learning.

Objective 2. To relate existing guides to the conceptual model or career development.

Objective 3 To identify elements for delivery systems of career development at K-3, 4-6, 7-9, 10-12, and 13-14 levels.

Objective 4. To synthesize prototype curriculum guides for career development, K-3, 4-6, 7-9, and 10-12. Prototype guides for 13-14 will be developed to complete the sequence.

Objective 5. To try out guides in selected situations.

Objective 6. To evaluate guides prior to full scale implementation developed through an iterative process of analysis and synthesis. A work

conference, held in June 1972, was devoted to the initial definition of goals and subgoals of career development for the children and youth of Hawaii. Subsequent work sessions, devoted to operationalizing the subgoals, resulted in the definition of learner objectives to implement each subgoal.

Career development goals

Four major goals compatible with the framework of developmental tasks were identified as essential to the achievement of a healthy career development of the individual: (1) achievement of self-realization; (2) development of capability to maintain social relationships; (3) development of capability to fulfill civic responsibility; and (4) development of capacity to achieve economic efficiency through producer and consumer roles. The goals, subgoals, and objectives developed for the five developmental levels--K-3, 4-6, 7-9, 10-12, and 13-14, are described in Part I, Chapter IV.

FORMULATE PLAN (5.0)

Inspection of Figure 5 shows the fifth step in the systems approach to the Hawaii Career Development Continuum Project was the identification and evaluation of alternatives to accomplish the project purposes and objectives. Once goals and objectives were defined, alternative means for achieving the desired outcomes had to be identified. The alternatives were evaluated in terms of costs and benefits, so the procedures most likely to optimize outcomes would be implemented. In formulating a plan, it was essential to consider resources as well as constraints in the existing situation. The idea was to make optimum utilization of resources, and to find feasible ways for overcoming obstacles in the way of efficient project operation. It was important to think of tradeoffs which could be made. The end result of formulating a plan was the organization for delivering a career development continuum to implement the product goals, subgoals, and objectives defined in (4.0) (See Figure 5) to achieve career development of individual learners in the schools of Hawaii. The conceptual model and delivery system design which were developed are presented in Part I, Chapter III.

IMPLEMENT PROGRAM (6.0)

Examination of Figure 5 reveals seven steps in the systems approach to conduct the Hawaii Career Development Continuum Project. The first five steps were completed between May 1, 1972 and December 31, 1972. The first efforts to carry out Step 6, Development and Implementation of the Program, began January 1, 1973. The sixth step in the systems approach for delivery of career development services in Hawaii was concerned with operationalizing the plan developed in (5.0). In essence, the first five steps were concerned with program development. The sixth step was concerned with program operation, which was accomplished by carrying out the activities specified in the plan for delivery of services. This entailed the design of curriculum guides, and use of hardware, software, methods, and techniques according to the specification in the guides. The development of

materials and training of personnel will be accomplished in Phase III of the Career Development Continuum Project. The development of prototype curriculum guides for levels K-3, 4-6, 7-9, and 10-12 was accomplished between January 1, 1973 and June 30, 1974.

EVALUATE PROGRAM (7.0)

Inspection of Figure 5 reveals that evaluation is the last step in the systems approach to program operation. Evaluation is the process of assessing the effectiveness worth of a planned intervention. This is accomplished by determining the extent to which a purposefully contrived program achieves its objectives, and by relating the achievement of objectives to program variables. Evaluation points up strengths and weaknesses in the program, and provides the basis for continuing improvement. Both summative and formative evaluation are essential.

In the Hawaii Career Development Continuum Project, evaluation is built into the delivery system design to provide for a) continuing monitoring of the career development interventions in the schools, and b) direct and continuing revision of curriculum guides. The career development continuum is evaluated in terms of its effectiveness in preparing children and youth of Hawaii to be fully functioning, productive members of society. These are individuals who have achieved self-fulfillment, are capable of maintaining self and dependents, are responsible to the demands of citizenship, and are capable of establishing and maintaining healthy social relationships. The career development curriculum is designed to achieve this through implementation of a career development continuum extending across levels from Kindergarten through Grade 14. Since no single school or specific area is responsible for the entire process, evaluation of the effectiveness of the curriculum requires continuing evaluation of 1) inputs to the system, 2) the process of planned interventions, 3) outputs from the system, and 4) long-term outcomes of the system.

The measurement of <u>inputs</u> is made prior to implementing the curriculum in a school situation. These measurements establish the knowledge, skills, and attitudes or values related to career development which the learners have before the curriculum is introduced. Other input factors which are measured include educational resources allocated to implement the curriculum needs, resources and employment opportunities in the community.

The evaluation of <u>process</u> is made at each stage of the curriculum; K-3, 4-6, 7-9, 10-12. It includes rating of the content, methods, techniques, hardware, software, community participation, and information dissemination. The curriculum guides are evaluated on the extent to which the guides are considered worthwhile to use, adequate in content coverage, easy to understand, easy to use, and relevant to career development.

<u>Outputs</u> are knowledge, skills, and attitudes of learners as they progress through the system. The outputs from the career development curriculum are the knowledge, skills, and attitudes defined by the career development subgoals. The outputs from one level become inputs to the next level. Outputs from the K-3 level become the inputs to the 4-6 level; outputs from the 4-6 level become inputs to the 7-9 level; outputs from

the 7-9 level become inputs to the 10-12 level; and outputs from the 10-12 level become inputs to the labor market, level 13-14, or higher education. At each level measurement or evaluation must be made, at the conclusion of the career development curriculum for that level, to determine the knowledge, skills, and attitudes of the learners in relation to the subgoals of career development.

Outcomes are the long-term results of career development. They are the interactions of outputs with the environment, and are measured in terms of the success with which the individuals cope with the environment. Outcomes refer to the total career development curriculum. The outcomes of a career development curriculum should be job success, job satisfaction, personal fulfillment, meeting one's responsibilities as a citizen, and maintaining healthy social relationships in the home, on the job, and in the community.

Evaluation is a process, not a single event. Any process extending over any period of time demands coordination and logical organization. Evaluation is based on information collected through use of standardized instruments, informal tests, observation, or interview. The information is intended to give an idea of what actually exists, and this is compared against the desired outcomes as defined by the program goals and objectives. Evaluation is designed to direct future changes, developments, and improvements, and provides the basis for decision-making.

Categories of information relevant to evaluation of input, output, and process have been defined for the Career Development Continuum Project and include the following:

1. Input and output variables: learner knowledge, skills, and attitudes

   Knowledge of self
   Knowledge of careers
   Knowledge of career options
   Understanding decision-making process
   Understanding relationship between education and work
   Understanding occupational classification
   Understanding the importance of rules and regulations
   Skill in making realistic career choices
   Skill in goal-setting
   Skill in value-clarification
   Skill in job-seeking
   Skill in interpreting feelings of others in a group
   Appreciation for the worth and dignity of work

2. Process variables

   Teacher participation
   Counselor participation
   Parent participation
   Administrator participation
   Community participation

Facilities
Hardware
Software
Program content
Methods and techniques
Time

The sources from which information can be gathered include the following:

Learners
Teachers
Counselors
Administrators
Parents
Employers

The instruments and techniques for collecting information include:

Oral quizzes for learners in Kindergarten to Grade 3, to measure knowledge, skills, and attitudes
Objective tests for learners in Grades 4 to 12, to measure knowledge, skills, and attitudes
Questionnaires to measure participation of teachers, counselors, administrators, parents, and community
Questionnaires to rate facilities
Questionnaires to rate hardware and software
Questionnaires to assess program content
Questionnaires to assess methods and techniques
Questionnaires to measure time.

Evaluation of Career Development Continuum Phases I and II

Evaluation of Phases I and II of the Hawaii Career Development Continuum Project was made through self-evaluation and outside audit to determine the extent to which the purposes were achieved. Two purposes were defined for the Project: 1) development of a conceptual model; and 2) designing of prototype curriculum guides for kindergarten to grade 3, grades 4-6, grades 7-9, and grades 10-12.

Continuous evaluation is a necessary and important factor in achieving the goals of aiding learners in becoming fully functioning persons capable of realizing successful career development, and must continue to be an integral part of the Hawaii Career Development Continuum.

Evaluation of Conceptual Model

An objective, outside evaluation of the conceptual model was made by two independent evaluators. Additional self-evaluation was made by a team of three project staff members. Evaluative criteria were defined as: 1) quality of conceptualizing ideas, and 2) adequacy of presenting the model. An objective rating form was completed by each evaluator.

Evaluation results and comments were analyzed and formed the basis for revision of the conceptual model by project staff members.

Evaluation of Curriculum Guides

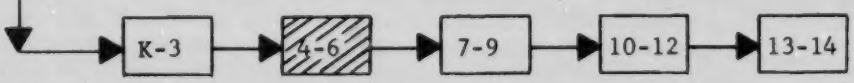
The four prototype curriculum guides were pilot tested at all grade levels in three school settings in Hawaii: Kaimuki, Konawaena, and Waianae. A total of 40 teachers and counselors participated in the pilot test. Pilot test results were returned to project staff, who in turn, analyzed the results, and incorporated refinements and revisions into the four curriculum guides.

The results of the outside and self-evaluations were combined with results of the pilot test and were used to make adjustments and revisions in the subgoals, objectives, learning experiences, and measurements procedures specified in the prototype guides.

APPENDICES

SUPPLEMENTARY MATERIALS

The appendices contain three sections: a) listings of sources for obtaining materials to implement career development learning experiences; b) a glossary of terms; and c) a subject index.



APPENDIX A

SOURCES FOR OBTAINING MATERIALS

A-1 Career Education Bibliography A-5

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APPENDIX A-1

CAREER EDUCATION BIBLIOGRAPHY

Listed below are some of the many career education resources available today. This is not a comprehensive listing of available materials, but it does include some of the most utilized and useful resources available to teachers. Whenever possible, ordering information and prices, effective in June, 1974, have been included.

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APPENDIX A-2

CAREER EDUCATION PERIODICALS

Abstracts of Instructional Materials in Vocational and Technical Education (AIM)
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

American Education ($4.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

American Vocational Journal ($4.00/year)
American Vocational Association, Inc.
1025 15th Street, N. W.
Washington, D. C. 20005

Business Education Forum
National Business Education Association
1201 Sixteenth Street, N. W.
Washington, D. C 20006

Beacon Magazine
Sturgis Printing Company
537 Ahui Street
Honolulu, Hawaii 96813

Career Education Digest ($10.00/yr.)
Education Properties, Inc.
P. O. Box DX
Irvine, California

Career Education News ($3.00/yr.)
McGraw Hill Institutional Publications
230 West Monroe Street
Chicago, Illinois

Career World ($2.95/yr.)
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Industrial Education ($5.50/yr.)
CCM Professional Magazines
Box 1616
Riverside, New Jersey 08075

Inform
National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

Illinois Career Education Journal
1035 Outer Park Drive
Springfield, Illinois 62706

Manpower ($7.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Monthly Review
Bank of Hawaii
Financial Plaza of the Pacific
Honolulu, Hawaii 96813

Occupational Outlook Quarterly ($1.50/yr.)
U. S. Government Printing Office
Division of Public Documents
Washington, D. C. 20402

Science
American Association for the Advancement of Science
1515 Massachusetts Avenue
Washington, D. C. 20005

* Prices effective June, 1974.

APPENDIX A-3

CAREER EDUCATION KITS AND GAMES

The Acro-Rosen Career Guidance Series (grades K-12)*
Arco Publishing Company, Inc.
219 Park Avenue, S.
New York, New York 10003
$59.95

Business Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Development (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$225.00

Career Exploratory Kit (grades 7-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Game (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$78.50

Career Information Kit (grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$246.00

DAT Career Planning Program (grades 10-12)
The Psychological Corporation
304 East 45th Street
New York, New York 10017
$125.00

Deciding: A Leader's Guide (grades 7-9)
Publication Order Department
College Entrance Examination Board
Box 592
Princeton, New Jersey 08540
$2.00

Desk Top Career Kits
(senior high - $125.00,
junior high - $114.00)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Developing Understanding of Self and Others (DUSO) Kits (grades K-4)
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014
$95.00

Dynamic Consumer Decision-Making (grades 9-12)
Educational and Consumer Relations Department
J. C. Penney Company, Inc.
Avenue of the Americas
New York, New York 10019

Focus on Self-Development (grades K-6)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822

Hello World! (grades 7-12)
Field Educational Publications, Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

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*Suggested grade levels follow each title.
Prices effective June, 1974.

A Highway to Work and Play (grades K-6)
McKnight Publishing Company
Dept. EB
Box 854
Bloomington, Illinois 61701
$32.00/level - 6 levels

Job Experience Kits (grades 8-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$140.00

Life Career Game (grades 7-12)
Educational Materials Center
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
$6.00

Motivation for Career Success
(grades 7-12)
Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

Occupational Exploration Kit
(grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$123.00

Professional Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02197
$75.00

Search for Values (grades 9-12)
Pfloum/Standard
38 West Fifth Street
Dayton, Ohio 45402
$45.00

Widening Occupational Roles Kit
(WORK) Program (grades 6-9)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$180.00

APPENDIX A-4

SOURCES FOR OBTAINING INFORMATION ON SPECIFIC OCCUPATIONS

This section is divided into two parts: Section a lists titles of some of the commercially available materials dealing with specific occupations; Section b lists, by occupational cluster, some of the organizations from which information can be obtained.

Section a SOURCES OF INFORMATION ON SPECIFIC OCCUPATIONS

"Career Information Kit"
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$232.00

"Career Profiles" (450 careers)
Vocational Biographies, Inc.
Sauk Center, Minnesota 56378
$180.30

"Career Resource Bibliographies"
National Career Information Center
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009
$25.00/annually

Concise Handbook of Occupations
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$21.95

A Guide to Occupations in Hawaii
Christine Sakaguchi (ed.)
Career Information Center
707-A Waikamilo Road
Honolulu, Hawaii
(841-4555)

Handbook of Job Facts (300 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$5.60

"Occupational Briefs" (80 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$41.50/annually

"Occupational Profiles"
(14,000 careers)
Johnson Publishing Company
428 South Wilbur
Mesa, Arizona 85202
$25.00

On The Job (65 careers)
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$7.95

"Popeye the Sailor Career
Awareness Booklets"
King Features
235 East 45th Street
New York, New York 10017
15 booklets, $ .25/each

Section b SOURCES OF INFORMATION ON OCCUPATIONAL CLUSTERS

AGRI-BUSINESS AND NATURAL RESOURCES

American Dairy Association
20 North Wacker Drive
Chicago, Illinois 60606

American Forestry Association
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

American National Cattlemen's Assoc.
1001 Lincoln Street
Denver, Colorado 80201

American Society of Agronomy
677 South Segoe Road
Madison, Wisconsin 53711

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

National Association of County Agricultural Agents
506 County Administration Building
Atlanta, Georgia 30303

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Wildlife Federation
1412 Sixteenth Street, N. W.
Washington, D. C. 20036

Soil Conservation Society of America
7515 Ankeny Road
Ankeny, Iowa 50021

BUSINESS AND OFFICE OCCUPATIONS

Accounting Careers Council
National Distribution Center
P. O. Box 650, Radio City Station
New York, New York 10019

American Institute of C.P.A.'s
666 Fifth Avenue
New York, New York 10019

American Statistical Association
810 Eighteenth Street., N. W.
Room 703
Washington, D. C. 20006

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

National Business Career Center
3839 White Plains Road
New York, New York 10467

National Business Education Association
P. O. Box 17402
Washington, D. C. 20041

National Secretaries Association
616 East 63rd Street
Kansas City, Missouri 64110

National Small Business Association
Education Committee
1225 Nineteenth Street, N. W.
Washington, D. C. 20036

Office Education Association
20 Leland Avenue
Columbus, Ohio 43214

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COMMUNICATIONS AND MEDIA

Advertising Federation of America
655 Madison Avenue
New York, New York 10021

American Association of Advertising Agencies, Inc.
200 Park Avenue
New York, New York 10017

American Newspaper Publishers Association
750 Third Avenue
New York, New York 10017

American Photoengravers Association
166 West Van Buren Street
Chicago, Illinois 60604

American Telephone and Telegraph
195 Broadway
New York, New York 10002

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20006

Graphic Art Industry, Inc.
Education Council
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

National Alliance of Television Associations
5908 South Troy Street
Chicago, Illinois 60629

National Association of Broadcasters
1771 N Street, N. W.
Washington, D. C. 20036

Newspaper Comics Council, Inc.
260 Madison Avenue
New York, New York 10016

Printing Industries of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

Professional, Commercial and Industrial Markets Division
Eastman Kodak Company
Rochester, New York 14650

Professional Photographers of America, Inc.
1090 Executive Way
Des Plaines, Illinois 60018

Sigma Delta Chi
Professional Journalistic Society
35 East Waker Drive
Chicago, Illinois 60601

CONSTRUCTION

Associated General Contractors of America, Inc.
1957 E Street, N. W.
Washington, D. C. 20006

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

General Building Contractors Association, Inc.
#2 Penn Center Plaza, Suite 1212
Philadelphia, Pennsylvania 19102

National Electrical Contractors Association
1220 Eighteenth Street, N. W.
Washington, D. C. 20036

Painting and Decorating Contractors Association of America
2625 West Peterson Avenue
Chicago, Illinois 60605

National Society of Professional Engineers
2029 K Street, N. W.
Washington, D. C. 20006

CONSUMER AND HOMEMAKING EDUCATION

American Home Economics Association
1600 Twentieth Street, N. W.
Washington, D. C. 20009

National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

ENVIRONMENT

American Association of Nurserymen, Inc.
835 Southern Building
Washington, D. C. 20005

American Congress on Surveying and Mapping
Woodward Building
Washington, D. C. 20005

American Forestry Association
1319 18th Street, N. W.
Washington, D. C. 20036

American Geological Institute
2201 N Street, N. W.
Washington, D. C. 20037

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

American Society for Horticulture Science
P. O. Box 109
St. Joseph, Michigan 49085

American Society of Range Management
Box 133302
Portland, Oregon 97213

Association of American Geographers
1146 Sixteenth Street, N. W.
Washington, D. C. 20036

Botanical Society of America
Department of Botany
Indiana University
Bloomington, Indiana 47401

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, Colorado 80225

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

Soil Conservation Society of America
7515 N. E. Ankeny Road
Ankeny, Iowa 50021

FINE ARTS AND HUMANITIES

American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

American Music Center
2109 Broadway, Suite 1579
New York, New York 10023

American Society of Composers, Authors and Publishers
575 Madison Avenue
New York, New York 10022

Art Directors Club
488 Madison Avenue
New York, New York 10022

National Art Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Society of Interior Designs, Inc.
157 West 57th Street, Suite 700
New York, New York 10019

Retail Jewelers of American, Inc.
1025 Vermont Avenue, N. W.
Washington, D. C. 20005

HEALTH

American Academy of Pediatrics
P. O. Box 1034
Evanston, Illinois 60204

American Association for Health, Physical Education and Recreation
1201 Sixteenth Street
Washington, D. C. 20036

American Chemical Society
1155 Sixteenth Street, N. W.
Washington, D. C. 20036

American Chiropractic Association
2200 Grand Avenue
Des Moines, Iowa 52804

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017

American Institute of Biological Sciences
3900 Wisconsin Avenue, N. W.
Washington, D. C. 20016

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

HEALTH (continued)

American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010

American Optical Company
Box 1
Southbridge, Massachusetts 01551

American Optometric Association
7000 Chipewa Street
St. Louis, Missouri 63119

American Osteopathic Association
212 East Ohio Street
Chicago, Illinois 60611

American Pharmaceutical Association
1156 Fifteenth Street, N. W.
Washington, D. C. 20005

American Podiatry Association
3301 16th Street, N. W.
Washington, D. C. 20010

American Psychological Association
9650 Rockville Pike
Betheseda, Maryland 20014

American Society for Microbiology
1913 I Street, N. W.
Washington, D. C. 20006

American Society for Pharmacology and Experimental Therapeutics
9650 Rockville Pike
Bethesda, Maryland 20014

American Society of Biological Chemists
6950 Wisconsin Avenue, N. W.
Washington, D. C. 20014

American Society of Clinical Pathologists
Registry of Medical Technologists
P. O. Box 4872
Chicago, Illinois 60680

American Society of Medical Technologists
Hermann Professional Building, Suite 1600
Houston, Texas 77025

American Speech and Hearing Association
Washington, D. C. 20014

National League for Nursing
10 Columbus Circle
New York, New York 10019

Manufacturing Chemists Association
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

National Commission for Social Work
Two Park Avenue
New York, New York 10016

HOSPITALITY AND RECREATION

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

MANUFACTURING

The Aluminum Association
420 Lexington Avenue
New York, New York 10017

American Society of Tool and
Manufacturing Engineers
20501 Ford Road
Dearborn, Michigan 48128

American Pharmaceutical
Association
2215 Constitution Avenue, N. W.
Washington, D. C. 20006

Manufacturing Chemists Asso-
ciation
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

The Metallurgical Society of
AIME
345 W.East 47th Street
New York, New York 10017

MARKETING AND DISTRIBUTION

American Apparel Manufacturers Association, Inc.
200 K Street, N. W.
Washington, D. C. 20006

American Management Association
American Management Association Building
135 West 50th Street
New York, New York 10020

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

National Association of Purchasing Management
11 Park Place
New York, New York 10007

Retail Selling
C. Burns Marvil
Department of Public Instruction
Dover, Delaware

Rochester Institute of Technology
Box 3404
Rochester, New York 14714

Sales and Marketing Executives International
630 Third Avenue
New York, New York 10017

Sears Consumer Information Services
Public Relations, Dept. 703
303 East Ohio Street
Chicago, Illinois 60611

MARINE SCIENCE

American Fisheries Society
1040 Washington Building
15th Street and New York Avenue, N. W.
Washington, D. C.

American Society for Oceanographers
Marine Technology Society
1730 N Street, N. W., Suite 412
Washington, D. C. 20036

PERSONAL SERVICES

Associated Master Barbers and Beauticians of America
219 Greenwich Road
Charlotte, North Carolina 28211

National Beauty Career Center
3839 White Plains Road
Bronx, New York 10467

National Committee on Household Employment
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

National Hairdressers and Cosmetologists Association
175 Fifth Avenue
New York, New York 10010

PUBLIC SERVICE

Air Force Recruiting Office
1311 Kapiolani Boulevard
Honolulu, Hawaii 96814

American Bakers Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

American Bankers Association
Banking Education Committee
90 Park Avenue
New York, New York 10016

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

American Library Association
50 East Huron Street
Chicago, Illinois 60603

American Red Cross
17th and D Streets
Washington, D. C. 20006

Army Recruiting Office
821 Mililani Street
Honolulu, Hawaii 96813

International Association of Chiefs of Police
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

International Association of Fire Fighters
905 Sixteenth Street, N. W.
Washington, D. C. 20006

Marine Corps Recruiting Office
1136 Union Mall, Room 105
Honolulu, Hawaii 96813

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, Illinois 60611

National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

National Institute of Dry Cleaning
909 Burlington Avenue
Silver Springs, Maryland 20910

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

National Funeral Directors Association
135 West Wells Street
Milwaukee, Wisconsin 53203

Navy Recruiting Office
Bethel Pauahi Building, Rm. 300
Honolulu, Hawaii 96813

Society of Fire Protection Engineers
60 Batterymarch Street
Boston, Massachusetts 02110

U. S. Civil Service Commission
Eighth and F Streets, N. W.
Washington, D. C. 20415

TRANSPORTATION

Air Transport Association of
America
1000 Connecticut Avenue, N. W.
Washington, D. C. 20036

American Institute of Aeronautics
and Astronauts
1290 Avenue of the Americas
New York, New York 10019

American Trucking Association
1616 N Street N Street, N. W.
Washington, D. C. 20036

Automobile Manufacturers
Association
Automotive Information
320 New Center Building
Detroit, Michigan 48202

Automotive Service Industry
Association
230 North Michigan Avenue
Chicago, Illinois 60601

Federal Aviation Administration
Department of Transportation
Washington, D. C. 20590

National Automobile Dealers Association
2000 K Street, N. W.
Washington, D. C.

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

APPENDIX A-5

SOURCES OF CAREER EDUCATION BOOKS, PAMPHLETS AND LEAFLETS

AFL-CIO
815 16th Street, N. W.
Washington, D. C. 20006

American Collectors Association
4040 W. 70th Street
Minneapolis, Minnesota 55435

American College Testing Publications
330 East Washington Street
Iowa City, Iowa 52240

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Meteorological Society
45 Beacon Street
Chicago, Illinois 60611

Atlantic, Little and Brown
Boston, Massachusetts

Behavioral Publications, Inc.
2852 Broadway
New York, New York 10025

Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

B'nai B'rith Career and Counseling Service
1640 Rhode Island Avenue, N. W.
Washington, D. C. 20036

Book Jobbers Hawaii Inc.
805 Queen Street
Honolulu, Hawaii 96813

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York 10036

California State Department of Education
Sacramento, California 95814

Career Education Center, Harlandale Independent School District
3706 Roosevelt
San Antonio, Texas 78214

Career Information Center
707-A Waiakamilo Road
Honolulu, Hawaii 96817
(841-4555)

Careers Inc.
P. O. Box 135
Largo, Florida 33540

The Channings
Box 552
Marion, Massachusetts 02738

Chelsea House Publishing Company, Incorporated
159 East Tremont Avenue
Bronx, New York 10453

Children's Press, Incorporated
1224 West Van Buren
Chicago, Illinois 60607

College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

Cooperative Extension Service
University of Maine
Orono, Maine 14473

Coward, McCann, and Geoghegan, Incorporated
200 Madison Avenue
New York, New York 10016

Cribben & Sexton Company
11100 Edison
Chicago, Illinois 60131

Deil Publishing Company, Incorporated
750 Third Avenue
New York, New York 10017

Dodd, Mead and Company, Incorporated
432 Park Avenue, South
New York, New York 10003

Doubleday and Company, Incorporated, School and Library Division
Garden City, New York 11530

Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602

Field Educational Publications, Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

General Learning Press
250 James Street
Morristown, New Jersey 07960

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Harcourt Brace & World Incorporated
757 Third Avenue
New York, New York 10017

Harvard University
School of Education
Cambridge, Massachusetts 02138

Hawaii Employers Council
2682 Waiwai Loop
Honolulu, Hawaii 96819

Hawaii State Department of Education
1390 Miller Street
Honolulu, Hawaii 96813

Hawthorn Books, Incorporated
70 Fifth Avenue
New York, New York 10003

Hill & Wang
19 Union Square West
New York, New York 10003

Honolulu Book Shops, Ltd.
1027 Bishop Street
Honolulu, Hawaii 96813

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

University of Hawaii
Manpower Development and Training
1040 South King Street
Honolulu, Hawaii 96814

Hunter Publishing Company
Winston-Salem, North Carolina 27100

Indiana University Press
Indiana University
Bloomington, Indiana 47401

Information Services, Inc.
Rochester, New York 14609

Instructional Dynamics Incorporated
166 East Superior Street
Chicago, Illinois 60611

The Interstate Printers and Publishers, Incorporated
19 North Jackson Street
Danville, Illinois 68132

Charles A. Jones Publishing Company
4 Village Green, S. E.
Worthington, Ohio 43085

King Features
Education Division
235 East 45th Street
New York, New York 10018

Alfred A.Knopf, Incorporated
201 East 50th Street
New York, New York 10022

Little, Brown, and Company
34 Beacon Street
Boston, Massachusetts 02106

Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

Lono Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Los Angeles City Unified School District
P. O. Box 3307
Los Angeles, California 90051

Lothrop, Lee, and Shepard Company
105 Madison Avenue
New York, New York 10016

Macmillan Company, Publishers
866 3rd Avenue
New York, New York 10022

Mafex Associates, Incorporated
Johnstown, Pennsylvania 15904

McGraw-Hill Company, Incorporated
750 3rd Avenue
New York, New York 10017

David McKay, Incorporated
750 3rd Avenue
New York, New York 10017

McKnight Publishing Company
Route 66 and Towanda Avenue
Bloomington, Illinois

Miami Dade Junior College
Miami, Florida 33132

Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467

Minnesota State Department of Education, Vocational Technical Division
Centennial Office Building
St. Paul, Minnesota 55101

William Morrow & Company, Incorporated
105 Madison Avenue
New York, New York 10016

National Association of Motor Bus Owners
1025 Connecticut Avenue
Washington, D. C. 20036

National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

National Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607

Ohio State University
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

University of Oklahoma
Department of Education
Norman, Oklahoma 73069

Omori Educational Services
1350 South King, Room, 301
Honolulu, Hawaii 96814

Oregon State Department of Education
Salem, Oregon 97301

G. P. Putnam's Sons
200 Madison Avenue
New York, New York 10016

The Ronald Press Company
79 Madison Avenue
New York, New York 10016

H. P. Ross, Ltd.
Room 224, Honolulu Merchandise Mart Building
Honolulu, Hawaii 96813

Scholastic Book Services
259 East Erie Street
Chicago, Illinois 60611

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Charles C. Thomas, Publisher
301-27 East Lawrence Avenue
Springfield, Illinois 62703

University of Hawaii
Honolulu, Hawaii 96822

The Viking Press Incorporated
625 Madison Avenue
New York, New York 10022

Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017

Walston & Company, Incorporated
169 South King Street
Honolulu, Hawaii 96813

Franklin Watts, Incorporated
Subsidiary of Grolier
845 Third Avenue
New York, New York 10022

West Virginia State Board of Vocational Education
Vocational Division
Charleston, West Virginia 25305

Western Publishing Company
850 Third Avenue
New York, New York 10022

Wonder-Treasure Books, Incorporated
51 Madison Avenue
New York, New York 10010

World Publishing Company
2231 West 110th Street
Cleveland, Ohio 44102

APPENDIX A-6

DISTRIBUTORS OF CAREER EDUCATION FILMS, FILMSTRIPS, SLIDES AND TRANSPARENCIES

Listed below are companies which have educational films, filmstrips, slides, or transparencies available for rental or purchase.* Following the list of companies is a sample listing of films available from some of the companies. Most companies will send a catalog which lists titles and purchase or rental prices upon written request.

Companies located in Honolulu are indicated by double asterisks (**) for ease of use.

SECTION 1

ABC Media Concepts
1001 N. Poinsettia Place
Hollywood, California 90046

A. B. Dick Co.
5700 W. Touhy Avenue
Chicago, Illinois 60648

Academy Films
748 N. Seward Street
Hollywood, California 90038

ACI Films, Inc.
35 West 45th Street
New York, New York 10036

Addressograph Multigraph Corp.
1200 Babbitt Road
Cleveland, Ohio 44117

AEBAC Inc.
500 Fifth Avenue
New York, New York 10036

AFL-CIO Film Division
815 Sixteenth Street, N. W.
Washington, D. C. 20006

Aims Instructional Media Services
P. O. Box 1010
Hollywood, California 90028

Alemann Films
P. O. Box 76244
Los Angeles, California 90005

ALESCO - American Library and Educational Service
404 Sette Drive
Paramus, New Jersey 07652

All American Productions and Publications
P. O. Box 91
Greeley, Colorado 80632

Alpha Corporation of America
115 Gaylord Street
Elk Grove Village, Illinois 60007

The Aluminum Association
750 Third Avenue
New York, New York 10017

*Also see Educators Guide to Free Films and Educators Guide to Free Filmstrips available from Educators Service, Inc., Randolph, Wisconsin 53956.

American Book Company
55 Fifth Avenue
New York, New York 10003

American Educational Films
331 North Maple Drive
Beverly Hills, California 90210

American Hospital Association Film Library
840 North Lake Shore Drive
Chicago, Illinois 60611

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Argus Films
801 North Seward Street
Los Angeles, California 90000

Associated Educational Materials
14 Glenwood Avenue
Raleigh, North Carolina 27602

Associated Films, Inc.
600 Madison Avenue
New York, New York 10022

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Atlantis Productions, Inc.
1252 La Granda Drive
Thousand Oaks, California 91360

Audio-Tutorial Systems
426 South Sixth Street
Minneapolis, Minnesota 55415

Audio-Visual Center
College of Education
University of Maine
Orono, Maine 04473

Audio-Visual Consultation Bureau
Wayne State University
Detroit, Michigan 48202

AV-ED Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, New York 14202

Avid Corporation
10 Tripps Lane
East Providence, Rhode Island 02814

Avis Films, Inc.
2408 West Olive Avenue
Burbank, California 91506

Bailey Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

Bank Street College of Education
103 East 125th Street
New York, New York 10035

Bear Films, Inc.
805 Smith Street
Baldwin, New York 11510

Bell and Howell Co.
Audiovisual Products Division
7100 North McCormick Road
Chicago, Illinois 60645

Benchmark Films, Inc.
516 Fifth Avenue
New York, New York 10036

Berkey Manhattan
222 East 44th Street
New York, New York 10017

Beseler Company
219 South Eighteenth Street
East Orange, New Jersey 07018

BNA Films
5615 Fishers Lane
Rockville, Maryland 20852

Bosustow Productions
1610 Butler Avenue
West Los Angeles, California 90025

Stanley Bowmar Co., Inc.
4 Broadway
Valhalla, New York 10595

Milton Bradley Company
Springfield, Massachusetts 01101

Brandon International Films, Inc.
221 West 57th Street
New York, New York 10019

Brigham Young University
Department of Motion Picture
Production
Provo, Utah 84601

Bro-Dart, Inc.
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Buckingham Enterprises, Inc.
160-08 Jamaica Avenue
Jamaica, New York 14432

Charles Cahill and Associates, Inc.
P. O. Box 3220
Hollywood, California 90028

Carlton Films
2870 Bartells Drive
Beloit, Wisconsin 53511

Carman Educational Association, Ltd.
Pine Grove, Ontario
Canada

Carousel Films, Inc.
1501 Broadway
New York, New York 10036

Cathedral Filmstrips for Education
2921 West Alameda Avenue
Burbank, California 91505

CCM Films, Inc.
866 Third Avenue
New York, New York 10022

Cenco Educational Films
2600 South Kostner Avenue
Chicago, Illinois 60623

Center for Mass Communication
Columbia University Press
440 West 110th Street
New York, New York 10025

Centron Educational Films
1255 Post Street, Suite 625
San Francisco, California 94109

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Civic Education Service
1733 K Street, N. W.
Washington, D. C. 20006

Classroom Film Distributors, Inc.
5610 Hollywood Boulevard
Hollywood, California 90028

Classroom World Productions
P. O. Box 2090
Raleigh, North Carolina 27602

Colonial Films, Inc.
752 Spring Street, N. W.
Atlanta, Georgia 30308

Communications Films
870 Monterey Pass Road
Monterey Park, California 91754

Contemporary Films, Inc.
267 West 25th Street
New York, New York 10001

Cooper Films and Records, Inc.
Cooper Building
Winchendon, Massachusetts 01475

Copley Productions
7776 Ivanhoe Avenue
La Jolla, California 92037

Coronet Instructional Materials
65 East South Water Street
Chicago, Illinois 60601

Counselor Films, Inc.
1422 Chesnut Street
Philadelphia, Pennsylvania 19102

Creative Visuals
P. O. Box 1911
Big Spring, Texas 79720

Current Affairs Films
527 Madison Avenue
New York, New York 10022

Curriculum Materials Corporation
119 South Roach Street
Jackson, Mississippi 39205

Curtis Audio-Visual Materials
Independence Square
Philadelphia, Pennsylvania 19105

Data Films
2625 Temple Street
Los Angeles, California 90026

Davidson Films
1757 Union Street
San Francisco, California 94123

Demco Educational Corporation
P. O. Box 1488
Madison, Wisconsin 53701

Denoyer-Geppert Co.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Walt Disney Educational Materials Co.
800 Sonora Avenue
Glendale, California 91201

Doubleday Multimedia
1371 Reynolds Avenue
Santa Ana, California 92705

DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

** Ealing Films
2225 Massachusetts Avenue
Cambridge, Massachusetts 02140

or contact:

Film Services of Hawaii
742 Ala Moana Boulevard
Honolulu, Hawaii 96813

Eccentric Circle Cinema
P. O. Box 1481
Evanston, Illinois 60204

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational Audio-Visual
Pleasantville, New York 10570

Educational Dimensions Corporation
P. O. Box 488
Great Neck, New York 11022

Educational Film Library Association, Inc.
250 West 57th Street
New York, New York 10019

Educational Filmstrips
P. O. Box 1031
Huntsville, Texas 77340

Educational Media, Inc.
106 West Fourth Avenue
Ellensburg, Washington 98926

Educational Media Laboratories
4101 South Congress Avenue
Austin, Texas 78745

EMC Corporation
180 East Sixth Street
St. Paul, Minnesota 55101

Encyclopedia Britannica Education Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Enrichment Teaching Materials
71 East 23rd, Room 1817
New York, New York 10010

Essential Education
Huntsville, Texas 77340

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Farm Film Foundation
1425 M Street, N. W.
Washington, D. C. 20005

**Field Educational Publications, Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Film Associates
11014 Santa Monica Boulevard
Los Angeles, California 90025

**Films, Inc.
1144 Wilmette Avenue
Wilmette, Illinois 60091
or
716 Cooke Street
Honolulu, Hawaii 96813

Filmstrip House, Inc.
432 Park Avenue, South
New York, New York 10016

Fleetwood Films, Inc.
34 Macquesten Parkway S.
Mt. Vernon, New York 10550

Frith Films
1816 North Highland Avenue
Hollywood, California

GAF Corporation
140 West 51st Street
New York, New York 10020

General Learning Corporation
250 James Street
Morristown, New Jersey 07969

Ginn and Co.
125 Second Avenue
Waltham, Massachusetts 02154

Graphic Curriculum, Inc.
619 West 54th Street
New York, New York 10019

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Halewyn Films
106 John Street
Toronto, Canada

Hamson Films
10555 Mason Avenue
Chatsworth, California 91311

Handel Film Corporation
P. O. Box 69680
Los Angeles, California

Harper & Row, Inc.
49 East 33rd Street
New York, New York 10016

Hasler Pictures
1737 North Whiteley
Hollywood, California 90028

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

**Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Imperial Film Company, Inc.
4404 South Florida Avenue
Lakeland, Florida 33803

Independent Film Producers
Company
334 East Green Street
Pasadena, California 91101

Instruction Media Company
P. O. Box 185
Green Lake, Wisconsin 54941

International Communication Films
1371 Reynolds Avenue
Santa Ana, California 92705

International Film Bureau, Inc.
332 S. Michigan Avenue
Chicago, Illinois 60604

Kaiser Products
Box 7101
Colorado Springs, Colorado 80907

Kimberly-Clark Corporation
Life Cycle Center
Neenah, Wisconsin 54956

King Screen Productions
320 Aurora Avenue, N.
Seattle, Washington 98109

Knowledge Aid
6633 West Howard
Niles, Illinois 60648

Learning Corporation of America
711 Fifth Avenue
New York, New York 10022

Learning Through Seeing, Inc.
8138 Foothill Boulevard
Sunland, California 91040

Library Filmstrip Center
3033 Aloma
Wichita, Kansas 67211

Life Education Program
Time-Life Building
Rockefeller Center
New York, New York 10020

Life Educational Productions
262 East Fourth Street
St. Paul, Minnesota 55101

Long Film Slide Service
705 Fairmount Avenue
El Cerrito, California 94530

**Lono, Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Mass Media Associates, Inc.
2116 North Charles Street
Baltimore, Maryland 21218

**McGraw-Hill Films
1414 Dillingham Boulevard, Rm. 205
Honolulu, Hawaii

Mead Educational Services
245 North Highland Avenue, N. E.
Atlanta, Georgia 30307

Media Fair
20 West 43rd Street
New York, New York 10036

Media Five Film Distributors
1011 North Cole Avenue
Hollywood, California 90038

Media Plus, Inc.
60 Riverside Drive
New York, New York 10024

Media Systems Corporation
250 West Main Street
Morristown, New Jersey 08057

Merchandiser Film Products
419 Park Avenue, South
New York, New York 10016

Metropolitan Visual Products, Inc.
453 West 47th Street
New York, New York 10036

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, New York 10017

Milliken Publishing Company
611 Olive Street
St. Louis, Missouri 63101

Modern Learning Aids
1212 Sixth Avenue
New York, New York 10036

Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Nasco
Ft. Atkinson, Wisconsin 53538

National Aeronautics and Space Administration
Code FE
Washington, D. C.

National Audiovisual Center (GSA)
8th and Pennsylvania Avenue, N. W.
Washington, D. C. 20408

National Career Consultants, Inc.
9978 Monroe
Dallas, Texas 75220

National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

National Instructional Television Center
Box A
Bloomington, Indiana 47401

NBC Educational Enterprises
30 Rockefeller Plaza
New York, New York 10020

Neubacher-Vetter Film Productions
1750 Westwood Boulevard
Los Angeles, California 90024

The New York Times Library Service
229 West 43rd Street
New York, New York 10036

OIDMA, Ltd.
P. O. Box 3868
Centerdale, Rhode Island 02911

Olympic Film Service
161 West 22nd Street
New York, New York 10011

**Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

PACE International Corporation
12444 Ventura Boulevard
Studio City, California 91604

PAMI Learning Systems
P. O. Box 163
Collinsville, Illinois 62234

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Pat Dowling Pictures
1056 South Robertson Boulevard
Los Angeles, California 90000

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Perennial Education, Inc.
1825 Willow Road
Northfield, Illinois

Popular Science Audio-Visuals, Inc.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Prism Enterprises, Inc.
200 East 23rd Street
New York, New York 10010

Professional Arts, Inc.
P. O. Box 8484
Universal City, California 91608

Psychotechnics, Inc.
1900 Pickwick Avenue
Glenview, Illinois 60025

Pyramid Films
P. O. Box 1048
Santa Monica, California 90406

Ravell Educational Systems
1216 Fifth Street
Santa Monica, California 90401

RMI Film Productions, Inc.
4916 Main Street
Kansas City, Missouri 64112

R. O. A. Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Sales Communications Systems
110 East 59th Street
New York, New York 10022

Sanderson Films, Inc.
1501 South West Street
Wichita, Kansas 67213

Schloat Productions, Inc.
Palmer Lane, West
Pleasantville, New York 11501

Scholastic Audio-Visual
50 West 44th Street
New York, New York 10036

**Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
or
1710 Punahou Street, Suite 101
Honolulu, Hawaii 96822

Scott Education Division
20 First Street
Chicopee, Massachusetts 01020

Shorewood Reproductions, Inc.
724 Fifth Avenue
New York, New York 10019

Sigma Educational Films
P. O. Box 1235
Studio City, California 91604

Singer Company
30 Rockefeller Plaza
New York, New York 10020

S - L Film Productions
5126 Hartwick Street
Los Angeles, California 90041

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

**Standard Oil Film Library
227 Mokauea
Honolulu, Hawaii

Stanton Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

Sterling Educational Films
241 East 34th Street
New York, New York 10016

Synchronex Corporation
8220 North Austin Avenue
Morton Grove, Illinois 66053

Taylor Associates
Hawk Drive
Lloyd Harbor, New York 11743

Teaching Films, Inc.
2518 North Boulevard
Houston, Texas 77006

Teaching Technology Corporation
P. O. Box 3817
Van Nuys, California 91407

Technamatic, Inc.
16 Sintsink Drive, East
Port Washington, New York

Technicolor, Inc.
1300 Frawley Drive
Costa Mesa, California 92627

Teleketics
1227 South Santee Street
Los Angeles, California 90015

Thorne Films, Inc.
1229 University Avenue
Boulder, Colorado 80302

Time-Life Films
4 West 16th Street
New York, New York 10011

TRAFCO
1525 McGavock Street
Nashville, Tennessee 37203

Trans-World Films, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Trend Films Corporation
P. O. Box 69680
Los Angeles, California 90069

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

Tweedy Transparencies
208 Hollywood Avenue
East Orange, New Jersey 07018

United Productions of America
600 Madison Avenue
New York, New York 13902

U. S. Bureau of Mines
C Street between 18th and 19th, N. W.
Washington, D. C. 20006

U. S. Government Film Service
U. S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

United Transparencies, Inc.
P. O. Box 688
Binghamton, New York 13902

United World Films
2001 South Vermont Avenue
Los Angeles, California 90007

Universal Education and Visual Arts
221 Park Avenue, South
New York, New York 10003

University Microfilms
300 Zeeb Road
Ann Arbor, Michigan 48106

Urban Media Materials, Inc.
P. O. Box 133
Fresh Meadows, New York 11365

Valiant Instructional Materials Corporation
237 Washington Avenue
Hackensack, New Jersey 07602

Video Tran, Inc.
3200 West Lake
Glenview, Illinois 60025

Viking Press
625 Madison Avenue
New York, New York 10022

Visual Education Consultants, Inc.
2066 Helena Street
Madison, Wisconsin 53701

Visual Materials, Inc.
2549 Middlefield Road
Redwood City, California 94063

Visualcraft, Inc.
12842 South Western Avenue
Blue Island, Illinois 60406

Vocational Films
111 Euclid Avenue
Park Ridge, Illinois 60068

Vocational Guidance Films
Des Moines, Iowa 50300

VPI Color Center
410 East 62nd Street
New York, New York 10021

Walden Film Corporation
153 Waverly Place
New York, New York 10014

Warner Brothers, Inc.
666 Fifth Avenue
New York, New York 10019

Western Publishing Company, Inc.
Education Division
1220 Mound Avenue
Racine, Wisconsin 53404

Western Video-ITV
1541 North Vine Street
Los Angeles, California 90028

Weston Woods Studios, Inc.
Weston, Connecticut 06880

Wexler Film Productions, Inc.
801 North Seward Street
Allentown, Pennsylvania 18101

John Wiley and Sons, Inc.
695 Third Avenue
New York, New York 10016

Winstead Brothers
AV Division
330 Pine Avenue
Long Beach, California 90812

Wombat Productions, Inc.
87 Main Street
Hastings-On-Hudson, New York 10706

Xerox Films
High Ridge Park
Stamford, Connecticut 06904

SECTION 2

Listed below are sample films/filmstrips from companies listed on the previous pages. Suggested grade levels are indicated for each film or film series.

	*Purchase Price
1. ACI Films, Inc.	
a. "When I Grow Up I Can Be" series (16mm films) (Grades K-6)	
1. "I Can Be A Builder"	$150.00
2. "I Can Be A Community Service Worker"	150.00
3. "I Can Be A Food Processing Worker"	150.00
4. "I Can Be A Hospital Worker"	150.00
5. "I Can Be A Mechanic"	150.00
2. Centron Educational Films	
(16mm films) (Grades K-6)	
a. "Women at Work"	$150.00
b. "Manufacturing Jobs"	150.00
c. "Medical and Health Jobs"	190.00
d. "Service Jobs"	150.00
e. "Construction Jobs"	120.00
f. "Mass Media Jobs"	150.00
3. Doubleday Multimedia	
a. Careers in the 70's series (16mm or 8mm films) (Grades 7-12)	
1. "Making A Choice"	$188.00
2. "Government Services"	98.00
3. "Health Services"	98.00
4. "General Services"	98.00
5. "Agri-Business"	98.00
6. "Clerical"	98.00
7. "Education"	98.00
8. "Technicians"	98.00
9. "Construction"	98.00
10. "Communications"	98.00
11. "Mechanical"	98.00
12. "Sales"	98.00
13. "Leisure Industries"	98.00
4. Ealing Films (Grades K-6)	
a. "The Family" (6 filmstrips)	$ 54.00
b. "Community Services" (9 film-loops)	224.55
c. "Urban Ecology" (10 film-loops)	249.50

* Prices effective June, 1974.

Purchase Price

5. Films, Inc.

a. The Dignity of Work series (16mm films) (grades 4-6)

1.	"Ambulance Aid"	$200.00
2.	"Clerical Workers"	200.00
3.	"Librarian"	200.00
4.	"Market Inspector"	150.00
5.	"School Lunchroom Workers"	190.00
6.	"Sewage Treatment Workers"	190.00
7.	"Zoo Keeper"	200.00

b. Career Exploration series (16mm films) (grades 9-12)

1.	"Newspaper Careers"	$ 20.00/rental
2.	"Architectural Careers"	20.00/rental
3.	"Textile Industry Careers"	20.00/rental
4.	"Opthamalic Careers"	40.00/rental
5.	"Marketing Careers"	20.00/rental
6.	"General Insurance Careers"	20.00/rental
7.	"Modeling Careers"	
8.	"Cosmetic Industry Careers"	20.00/rental

(all eight titles may be rented for $144.00)

6. Guidance Association

(filmstrips)

a. Career Awareness Field Trips (grades K-4)

1.	"Off We Go to the Aquarium"	17.50
2.	"Off We Go to the House Built In a Hurry"	17.50
3.	"Off We Go to the Auto Proving Ground"	17.50
4.	"Off We Go to the Orange Grove"	17.50
5.	"Off We Go to the Poster Printer"	17.50
6.	"Off We Go to the Bike Factory"	17.50

b. Career Discovery series (grades 5-9)

1.	"People Who Make Things"	37.50
2.	"People Who Influence Others"	37.50
3.	"People Who Work in Science"	37.50
4.	"People Who Help Others"	37.50
5.	"People Who Create Art"	37.50
6.	"People Who Organize Facts"	37.50

	Purchase Price
c. The Job Attitudes series (grades 10-14)	
1. "Trouble At Work"	$ 37.50
2. "On The Job: Four Trainees"	37.50
3. "A Job That Goes Someplace"	37.50
4. "Why Work At All?"	19.50
5. "Liking Your Job and Your Life"	37.50
(grades 10-12)	
d. "Jobs for High School Students"	37.50
e. "Career Values: What Really Matters to You?"	97.50
f. "The Changing Work Ethic"	37.50
g. "Jobs and Gender"	37.50
h. "Choosing Your Career"	37.50
i. "What You Should Know Before You Go To Work"	37.50
j. "Preparing for the World of Work"	37.50

7. Imperial Film Company

(filmstrips) (grades K-6)	
a. "Fathers Work"	$ 42.00
b. "Mothers Work, Too"	42.00

8. National Career Consultants, Inc.

a. Career Awareness series (16mm films) (grades 4-9)	
1. "The Fascinating World of Work"	$ 96.00
2. "The Fascinating World of Sales"	
3. "The Fascinating World of Accounting"	
4. "The Fascinating World of Mechanics"	

9. OIDMA, Ltd.

a. Career (Awareness) Education series (filmstrips) (grades K-4)	
1. "What's In Your House?"	$ 12.00
2. "What's In Your School?"	12.00
3. "How Come Things Cost Money?"	12.00
4. "People Who Work For You"	12.00
5. "Making A Sale"	12.00
6. "Making Our Laws Work"	12.00
7. "Building Things"	12.00
8. "Making Things"	12.00

	Purchase Price
10. Pathescope Educational Films, Inc.	
(16mm films) (grades 7-12)	
a. "Careers in Journalism"	$ 40.00
b. "Careers in Computers"	40.00
c. "Careers in Nursing"	40.00
d. "Careers in Law Enforcement"	40.00
e. "Careers in Sales"	40.00
f. "Careers in Business Administration"	40.00
g. "Careers in Construction"	40.00
h. "Careers in Transportation"	40.00
i. "Careers in Health Services"	40.00
j. "Careers in Education"	40.00
k. "Careers in Agriculture"	40.00
l. "Careers in Engineering"	40.00
m. "Careers in Community Services"	40.00
n. "Careers in Food Services"	40.00
o. "Careers in Graphic Arts"	40.00
p. "Careers in Repair Work"	40.00
q. "Careers in Government Services"	40.00
r. "Careers in Social Work"	40.00
s. "Careers in Social Work"	40.00
t. "Careers in Conservation"	40.00
u. "Careers in the Leisure Time Industry"	40.00
v. "Careers in Show Business"	40.00
w. "Careers in Auto Service and Repair"	40.00
x. "Careers in Public Utilities"	40.00
11. Science Research Associates	
a. Keys - Career Exploration (10 filmstrips) (grades 6-12)	$106.00
b. Knowledge Needed to Obtain Work (64 transparencies) (grades 9-12)	50.00

APPENDIX A-7

DISTRIBUTORS OF CAREER EDUCATION TAPES

Book Jobbers Hawaii, Incorporated
805 Queen Street
Honolulu, Hawaii 96813

Cassettes Unlimited
Roanoke, Texas 76262

Field Educational Publications,
Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Guidance Associates
Pleasantville, New York 10570

Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Imperial Film Corporation
4900 South Lewis
Tulsa, Oklahoma 74105

Instructional Dynamics Incorporated
166 Superior Street
Chicago, Illinois 60611

Lono, Incorporated
743 Waiakamilo Road
Honolulu, Hawaii 96817

Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

Popular Science Audio-Visuals,
Incorporated
5235 Ravenwood Avenue
Chicago, Illinois 60640

H. P. Ross, Ltd.
Honolulu Merchandise Mart Building
Room 224
Honolulu, Hawaii 96813

APPENDIX B

GLOSSARY

Ability - Power to perform physical or mental acts whether the power is acquired by training and education or is due to hereditary factors.

Adaptability - Quality of being able to adjust one's self to changing expectations and situations.

Adjustment - Process of making personal modification or adaptation in order to fit a situation or reach a state of equilibrium.

Analysis - Process of breaking a whole into its component parts, by (1) identifying the whole organization or structure; (2) determining the parts which make up the organization and the relationship among the parts; (3) separating the parts and studying each individually; and (4) finally, limiting the process when further breakdown into component parts would be unwarranted.

Aptitude - Natural tendency, capability, or potential to learn, understand, or do something.

Attitude - Predisposition to act either for or against particular individuals, ideas, situations, or objects.

Avocation - Productive activity; mainly for enjoyment.

Behavioral Objective - Set of words which gives (1) a description of specific, pertinent, attainable, measurable, observable behaviors expected to result from planned intervention; (2) conditions under which behaviors will be exhibited; (3) criteria of effectiveness; and (4) limitations and constraints.

Career - Total pattern of activities a person engages in throughout one's lifetime; one's progress through lifework, occupations, and positions.

Career Awareness - The state of understanding oneself and the life styles related to different careers.

Career Development - Process of acquiring knowledge, skills, and attitudes which will enable an individual to take a productive and satisfying role in society; this development is realized through a systematic sequence of experiences implemented in various roles which exemplify positive self-concepts.

Career Education - The process of developing knowledge, skills, attitudes, and values to equip individuals for fulfilling their unique needs for occupational choice, social and civic responsibilities, leisure-time activities, and personal growth and development accomplished through five levels: (1) awareness; (2) exploration; (3) preparation; (4) placement; (5) continuing adult education.

Career Exploration - The process of sampling a variety of life roles, learning the aptitudes, interests, and abilities required for different kinds of life work, development of capabilities of goal-setting, understanding of risk taking and value structuring, and acquisition of the skills of decision-making.

Career Guidance - Activities and experiences which facilitate development in individuals toward maturity.

Career Placement - Placement of an individual consonant with preferences and aptitudes for pursuing career goals; includes educational placement as well as occupational placement.

Career Planning - Utilizing decision-making skills and application of knowledge of self and the world of work to formulate a proposed sequence of activities related to one's pattern of occupational growth and development.

Career Preparation - Development of an individual's capacities and skills to enable one to function productively in society.

Chain of Command - Order of authority in context of job positions.

Community - Body of individuals organized into a unit linked by common interests.

Concept - Major idea, thought, or notion.

Conditions - Circumstances which exist as a result of modifying factors.

Continuum - Uninterrupted, ordered sequence of events, activites, or concepts.

Decision-Making - Process by which an individual selects from two or more possible choices.

Economic Structure - Arrangement of the components making up economic systems.

Educational Preparation - Process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation or in higher levels of learning.

Employability - Ability to secure and maintain employment by virtue of having the prerequisite knowledge, skills, and attitudes required for job placement.

Employability Skills - Competencies which directly lead into, facilitate, and maintain employment.

Employment Trends - General direction, development, and movement of jobs, which include: (1) whether workers are currently in demand; (2) whether employment is expected to increase or decrease; and (3) what the main factors are which can influence the growth and decline of an occupation.

Entry Level - Specified requirements at the beginning position of an occupation.

Entry Level Skills - Competencies necessary for working in an entry level job.

Environment - Surrounding conditions, influences, forces, or circumstances.

Evaluation - Qualitative judgments describing the value or worth of any object, situation, activity, organization or structure in relation to a defined purpose; assessing input, process, output, and outcome in relation to a plan for accomplishing objectives.

Financial Aid - Monetary assistance which enables the individual to meet necessary occupational training and educational requirements.

General Education - Liberal education which does not have a particular occupational objective.

Goal - Broadly defined statement of general intent, giving direction and indicating general nature of desired outcomes but not specifying characteristics of expected products.

Horizontal Mobility - Movement from one position to another within the same stratum.

Individual Potential - Capacity of the individual for developing into a state of self-fulfillment.

Industry - Group of productive, profit making enterprises that have a technological structure for production and that produce or supply goods, services, and sources of income.

Institution - Sum total of the patterns, relations, processes, and material instruments built up around major human activities to regulate and standardize the behavior of the group.

Interdependence - Mutual dependence upon one another.

Interest - Preference for an object, course of action, or situation.

Interplay - Reciprocal relationships with action, influence, or effects on each other.

Job - Piece of work of defined character undertaken for a fixed price.

Job Description - Descriptive statement giving properties of a particular job.

Job Family - Constellation of occupations grouped together on the basis of one or more job or worker characteristics they have in common.

Job Level - Position of a specific job on a career ladder based on achievement, importance, and value.

Job Mobility - Movement from one job to another.

Job Requirements - Prerequisite knowledge, skills and attitudes, and specific prior training needed to satisfy a particular area of work.

Job Satisfaction - Sense of personal significance; sense of contribution to the world that results from the interaction between worker and job situation; amount of need satisfaction fulfilled by job activities.

Learning Activities - See Learning Tasks.

Learning Objective - General description of anticipated outcomes from learning experiences. See also Behavioral Objective

Learning Outcomes - Measurable, observable results from planned experiences, relating to objectives.

Learning Tasks - Activities designed to implement pre-set learning objectives.

Leisure Time - Time available with no pre-set objectives.

Life Style - Distinctive or characteristic manner of self-expression through a way of life, including tastes and preferences, use of leisure, place of residence, career choice, personal appearance, and personal outlook.

Model - Controllable version of or representation of something, serving as the plan to be considered a standard.

Needs Assessment - Analysis made by comparing the existing situation with the ideal situation to determine what elements are lacking or inadequately developed.

Occupation - A category in the social structuring of work.

Occupational Cluster - Occupations related and grouped according to similarities.

Occupational Expectation - Reward and satisfaction which a person anticipates from an occupational choice.

Occupational Fields - Areas of vocations in society.

Occupational Information - Data about occupations.

Occupational Level - Position on a vertical dimension of an area of work based on achievement, importance, and value.

Performance Objective - See Behavioral Objective.

Personal Attribute - Instrinsic quality of an individual.

Philosophy - Statement of a set of assumptions or beliefs.

Principle of Compatibility - Rule that the more compatible the organization or structure is with the environment in which it operates, the more likely the operation is to achieve efficiency.

Principle of Optimization - Rule that the more the organization is geared to and designed for the particular mission it is to accomplish, the more likely it is to operate efficiently.

Principle of Systematization - Rule that the stronger the relationships among the elements in the organization, the more likely is the organization to achieve efficiency.

Principle of Wholeness - Rule that the more clearly an organization can be identified as a whole, as opposed to fragmented parts, the more efficient the operation.

Process - Series of actions or operations leading to an end.

Self - Entire makeup of the individual, emphasizing the individual's perception of self.

Self-Appraisal - Evaluation of one's self with respect to one's aptitudes, interests, achievement, personal qualities, attitudes and values.

Self-Concept - An individual's view of self.

Simulation in Research - Process of testing a model, or processing data through a model to see if it produces predictable results.

Skill - Learned power of doing a thing competently; developed aptitude or ability, including one related to a specific job or occupation.

Subgoals - Sub-parts of given goals.

Synthesis - Process of creating a new whole or organization, by identifying the parts which will make up the organization, determining the relationships among the parts, combining the parts into a new whole, and limiting the process when the structure is complete.

Systems Approach - Scientific, systematic, rational approach to optimize outcomes, achieved through application of systems principles and use of systems techniques.

Technology - Application of scientific principles of industry.

Vertical Mobility - Movement of individuals between vertically stratified situations, status, or categories.

Vocation - Activities in which one engages for self-fulfillment and the fulfillment of others, including activities in a life pattern which is deliberately purposeful.

Vocational Guidance - Activities and experiences which facilitate development in individuals toward occupational maturity.

Work - Activity calling for the expenditure of an effort toward some definite achievement or outcome.

World of Work - The total environment of purposeful activities and experiences.

APPENDIX C

SUBJECT INDEX 4-6

A subject index for each grade level follows. On each index the curriculum subject is followed by the page numbers in which the learning experiences suggested for the subject appear. When more than one learning experience for a certain subject appears on the same page, the page number is listed only once.

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